



National MA Education (Wales) Curriculum

Programme Specification

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1	General Information	
1.1	College(s)/School(s) / Universities Involved	• Aberystwyth University • Bangor University • Cardiff Metropolitan University • Swansea University • University of South Wales • University of Wales Trinity Saint David • Wrexham University
1.2	To be offered by the Department(s)	• Aberystwyth University School of Education • Bangor University - School of Education • Cardiff School of Education and Social Policy, Cardiff Metropolitan University • Swansea University School of Education • School of Education, Early Years and Social Work, University of South Wales • Centre for Professional Learning and Leadership, Athrofa: Institute of Education and Humanities, University of Wales Trinity Saint David • Wrexham University Education, Youth and Community
1.4	Key Staff/Programme Development Team within university	National Executive Team: Aberystwyth University Dr Prysor Davies. Contact email: pyd@aber.ac.uk Bangor University Trisha Sterling. Contact details: t.sterling@bangor.ac.uk Cardiff Metropolitan University Dr Cecilia Hannigan-Davies. Contact email: channigan-davies@cardiffmet.ac.uk Professor Michelle Jones. Contact email: msjones@cardiffmet.ac.uk Professor Alma Harris. Contact email: aharris@cardiffmet.ac.uk Swansea University Professor Andy Townsend. Contact email: Andrew.townsend@swansea.ac.uk University of South Wales Dr Matthew Hutt Contact email: matthew.hutt@southwales.ac.uk University of Wales Trinity Saint David Anna Brychan. Contact email: a.brychan@uwtsd.ac.uk Wrexham University

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1.6	Full Title of Scheme/Programme in English:	National MA Education (Wales)
1.7	Full Title of Scheme/Programme in Welsh:	MA Cenedlaethol Addysg (Cymru) Cwricwlwm
1.8	Qualification aim (e.g. MA) and Exit Award(s)	PG Diploma in Education
1.9	Duration of study	Two to five years
1.10	Mode of Delivery (FT/PT/Distance Learning)	Part-time only
1.11	Language of Delivery 100 % Welsh 100 % English	100 % Welsh 100 % English
1.12	Who is the targeted audience?	Education professionals in Wales
1.13	Proposed date of introduction	September 2027
1.14	Frequency and timing of intakes (e.g, twice yearly, September and January)	Annually in September
1.15	Delivery location	
	• Aberystwyth University – Penglais Campus • Bangor University - Normal site • Cardiff Metropolitan University - Cyncoed Campus • Swansea University - Singleton Campus • University of South Wales - Newport City Campus • University of Wales Trinity Saint David - Swansea and Carmarthen campuses • Wrexham University – Wrexham Campus	
1.16	Suitability for Tier 4 international applicants?	Not suitable
1.17	Details of any proposed deviations from the University's regulations	
	This programme will be subject to a discrete regulatory framework agreed by all participating universities. Details of any proposed deviations from the University's regulations are included in section 11.1	
2.1	Explain what the programme is about in no more than 500 words. What are the strategic and academic rationales for the introduction of the proposed scheme/programme? What external factors support the development of this proposal?	

	The National MA Education (Wales) programme has been jointly developed by seven Universities in Wales in collaboration with the Welsh Government. The central purpose of the National MA Education (Wales) Curriculum Pathway is to deepen understanding of curriculum theory, design, implementation, and leadership in all parts of the education system to fulfil the aspirations of the 'National Mission'. The curriculum pathway will provide educational practitioners with a high-quality accredited programme that will contribute directly to developing understanding of curriculum theory with a specific focus on the Curriculum for Wales. This specialist curriculum pathway, as part of the National MA Education (Wales), offers a common and consistent platform for accredited professional learning (at level 7) for educational practitioners throughout Wales. The National MA Education (Wales) Curriculum comes at a critical point in terms of educational policy and practice in Wales. With the implementation of the Curriculum for Wales there is a requirement for all educational professionals to deepen their understanding of working within and across the curriculum. This scheme serves to provide further opportunities for practitioners to reflect and evaluate of their own practices regarding key theoretical and practical debates regarding curriculum design, implementation, and new models of leadership within educational contexts and settings. The National MA Education (Wales) Curriculum pathway is aimed at educational professionals in Wales, at all levels, from early career teachers to senior leaders. Students following the Curriculum Pathway either enter the programme with 60 PGCE credits (RPL or RPEL) or will opt for the year 1 replacement modules (See 8.1). In year 2 students will complete two core modules; Exploring Pedagogies; Curriculum Design, Realisation and Innovation. All students must also take Advanced Research and Enquiry Skills in order to deepen their understanding of research design and enquiry skills ahead of the final year dissertation. In year 3 students will undertake a dissertation of 15000 words which focuses directly on a curriculum related theme. The National MA Education (Wales) Curriculum Pathway will ensure, that all practitioners in Wales, whether informal or formal, will have the same high-quality opportunity to enhance their knowledge, skills, and ability around the Curriculum for Wales. They will actively engage with research to improve their professional practice but also to challenge and reflect upon their current practices.
2.2	Has the programme been identified in the College/Faculty business plan?
	• Aberystwyth University School of Education – yes. • Bangor University – yes. Academic Strategy Group • Cardiff School of Education and Social Policy, Cardiff Metropolitan University – yes. • Swansea University - yes • University of South Wales – yes • University of Wales Trinity Saint David – yes • Wrexham University - yes
2.3	Reflecting on the available market intelligence, what is your assessment of the viability and sustainability of the programme? What market does the programme aim to attract? What is the estimated student demand for the scheme/programme? Projected cohort sizes over the initial three years and evidence for your assumptions. What is the minimum number of students necessary for viability?

	How the proposal could be most effectively marketed.	
	This programme has been developed at the request of the Welsh Government. Student places will be provided per participating institution annually, fully funded by Welsh Government, targeted specifically at early career teachers in years 3-6 of their careers. This Welsh Government funding will be recurrent. In addition, the Welsh Government provide 10 extra fully funded places each year to each ITE provider for their partner schools. The strength of the University and School Partnerships means that these 10 places will be filled relatively easily year on year. In addition, the master's will be available to other education professionals but they won't be able to access the funded places.	
2.4	Does the programme overlap with existing programmes at the University?	
	• Aberystwyth University – no • Bangor University - no • Cardiff Metropolitan University offers a master's in education programme, but it will not overlap with the national master's programme. • Swansea University - no • University of South Wales - the new programme, with its specific focus on education in Wales does not overlap with existing MA programmes in the field of education offered by USW • University of Wales Trinity Saint David – no • Wrexham University - offers a fully online master's in education programme, but it will not overlap with the national master's programme.	
2.5	Does the programme include:	
	Elements delivered at locations away from the University's campus or involving second or third parties	All modules will be delivered by all HEIs. However, should the need arise, modules may be delivered at any of the participating Welsh Universities
	Compulsory year abroad	No
	Compulsory placement or work experience	No
	Distance learning	No
	Blended Learning	Yes, all materials and resources will be hosted on the Education Workforce Council (EWC) platform. Students will gain access via their Professional Learning Passport.
	Significant elements delivered by staff who are not full-time employees of the University	No.
	A requirement for compulsory accreditation by a professional, statutory or regulatory body	No
3	Tuition Fees	
3.1	What are the proposed tuition fees for the programme? (if known)	
	The agreed fee is £3,250 per year for all students	

3.2	Is it intended that students on this course will pay the standard University fee? If not please provide a justification for any change.
	No, the agreed fee for all places including Welsh Government-funded places will be £6,500 at all participating Universities.
4	Partnerships
4.1	Is the proposal part of a collaborative/partnership proposal? Who are the partners engaged in delivering this scheme/programme?
	This will be a nationally coordinated programme offered by seven participating universities in Wales, collaborating on design, delivery, quality assurance and governance. Students will enrol at one University, as follows: • Aberystwyth University • Bangor University • Cardiff Metropolitan University • Swansea University • University of South Wales • University of Wales Trinity Saint David • Wrexham University
4.2	How will this Scheme/Programme be delivered nationally in Wales across participating universities?
	The National MA Education (Wales) Curriculum pathway is a blended learning programme involving synchronous teaching and asynchronous learning for all modules. Academic Module Leads from each HEI collaborate to design the synchronous and asynchronous curriculum and assessments that are delivered consistently across Wales. All institutions deliver the three ‘replacement modules’ Year 1 modules in both English and Welsh for those educators who do not have 60 PGCE credits on entry to the programme. In addition, all HEIs will deliver the core module ‘Advanced Research and Enquiry Skills’ as well as the ‘Dissertation Module’ in both English and Welsh. Each team will include representation of expertise from across the HEI consortium and include at least one Welsh-medium academic specialist in that area (depending on the size and distribution of the Welsh-medium cohort). This approach will ensure that Welsh-medium students have parity in the quality of experience with their English-medium counterparts and all students on the programme will have access to Welsh- and English-medium specialists drawn from across the HEI consortium. This collaborative approach will be taken to ensure that the National MA programme is accessible to students through the medium of Welsh. To ensure consistency of approach across all partner HEIs all MA materials and resources are hosted on the EWC professional learning platform. Students access the materials and resources through a link provided by EWC colleagues. Please see Appendix ‘Process Map’ for an overview of delivery across participating institutions.
4.3	Are there any potential UKVI compliance risks in recruiting international students?
	No, this programme is not being offered to international students.

4.4	Are Disclosure and Barring Service (DBS) checks required for applicants on this programme?
	No, all participants of this programme will be teachers/educators who will already hold a Disclosure and Barring Service (DBS) certificate.
5	Programme Development
5.1	What external expertise will you be engaging to support the design of the programme?
	The programme has been developed with expert input from colleagues across 7 HEIs.
5.2	What is the timeline for the development of this programme? <i>Include any key internal or externally dependent deadlines, and an estimate of when the programme will need to be approved.</i>
	Joint Periodic Review March 2026.

Proposed National M Level Programme

Academic Overview

Consideration of curriculum design and delivery, the student experience, learning resources and support and administration arrangements.

6	Academic Overview
6.1	Please confirm that the programme is set at the appropriate level in relation to the Frameworks for Higher Education Qualifications in England Wales and Northern Ireland, and the Credit and Qualifications Framework for Wales.
	UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards 4.17 Descriptor for a higher education qualification at level 7 on the FHEQ and SCQF level 11 on the FQHEIS: Masters degree The descriptor provided for this level of the frameworks is for any Masters degree, which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at level 7/ SCQF level 11 on the FQHEIS, including postgraduate certificates and postgraduate diplomas. Credit and Qualifications Framework for Wales Summary Achievement at Level 7 reflects the ability to reformulate and use relevant understanding, methodologies and approaches to address problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of relevant theoretical and methodological perspectives and how they affect the area of study or work. For a list of Module Learning Outcomes and Level 7 Benchmarks please see Curriculum Map (Appendix 2).

6.2	Please describe <u>how</u> the programme proposal has been developed to engage with external reference points such as the relevant QAA or other external subject benchmarks or professional body requirements.
	There is not a specific Masters level subject benchmark statement relating to Education. Reference has been made to the QAA UK Revised Quality Code for Higher Education (2018) level seven qualification descriptors as well as the UK Quality Code, Advice and Guidance: COURSE DESIGN AND DEVELOPMENT (2018). Education in Wales: Our National Mission (2017) underpins all aspects of the programme and is where possible, reflected in programme and module learning outcomes. <u>EWC report on 'The Professional Learning Blend'</u> A research report commissioned by WG to support the new National Approach to Professional learning (NAPL) and undertaken by the EWC focused specifically on 'The Professional Learning Blend' (Jones et al. 2019). This report focused particularly on the effective use of blended approaches for professional learning in education. It identified the ways in which blended approaches might support the design and impact of professional learning to improve access to learning opportunities for practitioners at different career points regardless of their geographical location and language choice. It made clear that a strong professional collaborative learning culture needs to be sustained and embraced by stakeholders at all levels of the education system in Wales. The programme team has drawn extensively on this report in the programme design of the National MA. Teaching Tomorrow's Teachers (Furlong, 2015). This is a key report that has guided the development of initial teacher education across Wales from September 2019 and is reflected in modules relating to the curriculum as they now offer opportunities for qualified teachers to enhance their curriculum and learning skills. The National MA will build on the current ITE programmes offered throughout Wales. 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 curriculum, leadership and well-being modules address well-being needs in all educational settings. https://gov.wales/sites/default/files/publications/2018-03/teaching-tomorrow%E2%80%99s-teachers.pdf https://gov.wales/sites/default/files/publications/2018-03/successful-futures-a-summary-of-professor-graham-donaldsons-report.pdf https://www ewc.wales/site/index.php/en/statistics-and-research/research-and-policy/published-research.html

6.3	Are there any special features of the programme to which the Approval Panel's attention should be drawn (e.g., work experience, innovative teaching or assessment methods)?
	The blended learning programme reflected in the National MA Education (Wales) Curriculum has been collaboratively designed by seven participating HEIs in Wales. A combination of synchronous and asynchronous delivery as well as common national assessments will be provided by each participating institution. There is joint moderation across the programme to ensure programme quality, parity, and equity for all participating students. The programme has been designed to reflect the collective expertise of the participating institutions and is informed by international research evidence. The National MA programme will equip participants with key learning experiences to support their research and enquiry into professional practice. It will enhance their leadership capabilities, encourage professional autonomy, and improve professional judgement in all contexts and situations. This practice-focused emphasis will equip education practitioners to act ethically, engage critically with research and practice, work collaboratively and to respond innovatively to challenges in their context. Assessment The number of assessments per module was discussed at a meeting between the programme team and QA representatives from each HEI on March 2nd 2020. It was agreed, at this meeting, that there would be one assessment per module, to ensure progression on the course was maximised, and that there would be a variety of authentic assessments that would reflect and extend the tasks that professionals would be required to perform in the workplace. The higher risk of failure associated with one assessment was taken into account during the design of the modular assessment approaches (for example, Patchwork Text, portfolio, presentation etc) The proposal team have also ensured that there is a good balance between assessment load and progression opportunities which works with students' overall workload.
6.4	If the programme is to be delivered by Distance Learning, please provide details of the means of delivery and how the student experience will be assured.
	The National MA Education (Wales) Curriculum is a blended learning programme involving local synchronous and asynchronous learning for all modules. Materials and resources will be hosted on the EWC professional learning platform. Students will access the materials and resources via their EWC PLP account. This approach will ensure the parity of the student experience across the online provision throughout all partnership HEIs and underpin the overall parity of the student experience across Wales, whilst providing some flexibility locally to engage students.
6.5	What student (current and alumni) consultation has been sought during the development of the programme? Please provide a summary of the feedback received.
	Students on similar MA Education programmes across the respective institutions have been consulted and have offered their input on the design of the programme. In addition, Headteachers and Associates of the National Academy of School Leadership who have personal and professional experience of Masters programmes have been consulted. See appendix.

6.6	<u>How</u> does the proposal address the employability agenda? This programme has been designed to support the retention of all education professionals, but especially teachers in Wales and to build the capacity for change in terms of the broader aspirations of the sector during a time of national change in Education. The National programme has also been developed to increase system-wide leadership capacity across educational settings and specialisms. The Masters will play a significant role in producing an ambitious and highly skilled education workforce.
6.7	Please explain what is in place to ensure that the inclusive curriculum agenda has been addressed and what accessibility issues have been considered in the design of this programme. The programme of assessments and delivery have been designed to reflect a level 7 qualification and to the specialisms of the workforce undertaking this programme. The programme will accommodate a diverse range of learner needs. All teaching materials will be available on the EWC PLP in accessible formats. All handouts, presentations and online course materials will use high-contrast text/ background colours and legible fonts. All modules will explore different perspectives within and outside the UK and develop students' critical thinking and awareness of different perspectives on issues relating to diversity in ethnicity, culture and nationality.
6.8	What student support and welfare mechanisms are in place to help deliver a high quality academic experience? Access to agreed student and pastoral support will be delivered in an equitable way across all participating institutions. All students will be assigned an academic tutor involved in the delivery of the programme at the host institution. The needs of adult learners will be a focus of attention as all students applying for the National MA Education (Wales) will be in full/Part-time employment and have additional commitments which may impact on their ability to study. Academic tutors will monitor student progress closely and provide assistance and guidance on a range of issues that may affect them such as well-being, attendance and educational progress. Academic tutors may also help learners with personal development planning. Programme Directors in each HEI liaise regularly to ensure parity of experience and support. 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.
6.9	Please comment on how the proposal will meet the objectives of the University's Welsh Medium Academic Plan.

	This programme will be available in both English and Welsh.
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Stage three: Academic Structure, Content & Design

Detailed consideration of academic content and design, special features, external examining

7 Academic Detail		
7.1	Relevant University Regulations	Participating Universities have jointly agreed a national regulatory framework, identifying where local regulations apply, to ensure parity of student experience across all participating HEIs.
7.2	Does the proposed programme involve any deviation from the regulations?	Yes, this programme has a specific and agreed pan-Wales set of Regulations, which are common across all participating HEIs. Deviations from local regulations resulting from this are approved within each HEI to enable the national framework to be applied consistently.
7.3	Awarding Body	Each University awards its own degree to students at that institution.
7.4	Exit Awards: List of intermediate or exit-point qualifications <i>(for students not achieving the qualification aim)</i>	Postgraduate Certificate; Postgraduate Diploma. <i>(The PGCert is not available to students with 60 credits' RPL on entry)</i>
7.5	Entry Requirements (including any pre-requisites for entry)	Qualified Teacher Status; Currently employed in the compulsory education sector in the UK. An undergraduate degree
7.8	Name of degree scheme/programme director	Aberystwyth University: Dr Megan Hicks Bangor University: Dr Kaydee Owen Cardiff Metropolitan University: Dr Rhiannon Packer

		Swansea University: Sion Owen University of South Wales: Dr Bethan Mitchell University of Wales Trinity Saint David: Dr Nanna Ryder Wrexham University: Dr Kelly Smith
7.9	Language(s) of delivery 100 % Welsh 100 % English	 100 % Welsh 100 % English
7.10	Recognition of Accredited Prior Learning and/or Prior Experiential Learning	
	The maximum number of credits allowed to be transferred into the full Master's degree is 60. Applicants may enter the programme at various levels (i.e. with 20, 40 or 60 Level 7 credits), with RPL/RPEL in accordance with each university's general regulations. For students wishing to exit with the National MA Education (Wales) award, this must include the compulsory Advanced Research and Enquiry Skills module. For example, completion of a Postgraduate Certificate in Education (PGCE) can provide advanced standing (or equivalent) to join the programme. Students who have not completed an accredited Welsh ITE programme (2019) can claim RPL/RPEL for up to a maximum of 60 credits into the programme, based upon each individual application. Please note that the only possible exit awards for students entering the programme with RPL/RPEL will be the Postgraduate Diploma in Education or the MA Education.	
8	Programme Structure	
8.1	Please provide a programme structure diagram listing all modules. This must detail core, pre-requisite and optional modules, indicating where there are Welsh-medium alternatives, and any specific programme rules, which will be offered as part of the programme:	
	Programme Structure The programme provides students with academic content and professional knowledge at Level 7. It will provide a comprehensive overview of critical issues in Education in Wales and will be informed by national and international research. The programme is organised into modules that reflect key areas of education that are of central importance in the current climate of educational reform, but which contribute collectively to a high level academic and practical understanding of core professional issues. Year 1 equivalent to first 60 credits of up new PGCE.	

	Year 2 of the programme students will study two core modules Module 1: Exploring Pedagogies Module 2: Curriculum Design, Realisation and Innovation There is one Core module ‘Advanced Research and Enquiry Skills’ common to the entire programme. This module is compulsory for all students and will be the foundation for equipping professionals with the advance research and enquiry skills needed to complete the dissertation module. Year 3 comprises the core dissertation module.
8.2	Aims of the programme. <i>The programme aims should be succinct statements describing the broad purpose of the programme and what the programme is seeking to achieve.</i>
	The key aim of this proposed national programme is to develop high quality educational practice and leadership expertise at all career stages (early career to senior leaders). The National programme provides the opportunity for education professionals to engage in contemporary, relevant and research informed modules that are aligned with the ‘Principles of Masters Level Professional Learning in Wales (Appendix 1); the wider National Approach to Professional Learning (NAPL) and the National Strategy for Educational Research (NSER). The National Masters will support professionals working at all levels within educational contexts to develop their research knowledge, skills and understanding so that they can evaluate, analyse and reflect on their current educational practice informed by relevant international research and key theoretical ideas. The programme will reflect, consider, and critically appraise key international, national and local priorities of the education sector including those of the WG and other key stakeholders.
8.3	Intended learning outcomes of the programme. <i>Base these on: Knowledge and Understanding; Intellectual skills; Subject skills; and Practical, professional and employability skills</i>
	Knowledge and Understanding By the end of this programme students will demonstrate: K1. An in-depth, systematic and advanced knowledge of the complexity and multi-faceted nature of education, both in their own context and beyond. K2. A critical evaluation of current policy, theoretical and practice-based perspectives at a local, national and international level K3. A critical reflection and interpretation, synthesis and application of knowledge and research in their own professional contexts. K4. A comprehensive, critical evaluation and synthesis of relevant literature. K5. A critical awareness of key methodological approaches applicable to professional enquiry. K6. Originality in the design, application and evaluation of appropriate approaches to professional enquiry and critically reflect on these as a vehicle for professional learning.

	K7. A systematic acquisition of a significant body of knowledge in their area of professional practice. K8. The ability to communicate accurately and clearly to a wide range of audiences Skills Students will learn to: S1. Apply engagement with theory and evidence to develop new personal and professional perspectives of own professional practice. S2. Arrive at evidence-informed conclusions relating to complex issues in education in general, and in their area of professional practice in particular. S3. Evaluate own learning needs in order to set and review own professional learning objectives. S4. Apply systematic approaches to critically evaluate their own practice in relation to the Professional Standards for Teaching and Learning (2017). S5. Critically evaluate literature and evidence to progress their own skills of enquiry. S6. Plan professional enquiry effectively and ethically. S7. Carry out an extended enquiry project in relation to their own practice. S8. Develop clear and appropriate writing styles in Welsh or English, which are accessible to a range of audiences. S9. Apply their knowledge, understanding and transferable skills to engage with, support and where appropriate, to influence others.
8.4	Specify which intended learning outcomes relate to 60 credits on entry via Accredited Prior Learning and/or Prior Experiential Learning
	The programme development team took cognisance of the level 7 learning outcomes of all the PGCE programmes currently being delivered in Wales and identified the following twelve learning outcomes common to all. The following learning outcomes relate to 60 credit on entry: 1. Critically explore effective teaching and key pedagogical concepts, models and theories. 2. Critically appraise contemporary pedagogical knowledge and key learning theories 3. Evaluate, select and apply appropriate learning and teaching strategies to specific learning situations. 4. Critically reflect upon their own pedagogic practices and the future teaching opportunities within their professional contexts. 5. Critically evaluate how different types of evidence are generated, accessed and presented across educational and professional contexts. 6. Critically analyse and synthesise empirical research, policy documents and international literature to inform professional understanding. 7. Examine the influence of diverse forms of evidence on professional behaviours, identity and collaborative practice.

	8. Critically appraise the role of evidence in shaping, informing and transforming professional decision-making and practice. 9. Recognise and defend the value of collaborating with colleagues, learners, parents and other stakeholders in order to progress the learning of all young people. 10. Exercise their contractual, pastoral, legal and professional responsibilities in order to meet the needs and maximise the potential of all learners. 11. Manage their own well-being, as well as developing their ability to contribute to the well-being and safeguarding of the learners in their care. 12. Critically analyse and evaluate their own values and beliefs concerning teaching and learning in order to develop as a reflective practitioner. The majority of students on the programme, who are teachers, will have the LOs at level 7 having achieved the PGCE. For a small minority, however, their prior learning will be considered on an individual basis.
8.5	Describe the learning and teaching strategies to be used to enable the intended learning outcomes to be achieved The National MA Education (Wales) is a blended learning programme involving face-to-face teaching and online learning for all modules. Academic Module Leads from each HEI, as well as the digital learning team from the Welsh Government (Hwb and CDSM), will collaborate to design the face to face and online curriculum and assessments that will be delivered consistently across Wales. The six 'Principles of Masters' Level Professional Learning in Wales' will inform the pedagogical content of both the face to face and online instructional design. 1. Professional learning positively impacts on all learners who are at the centre of the NAPL. 2. Professional learning enables <i>all</i> practitioners to take a sustained, critical, contextual and collaborative approach to professional practice, 3. Professional learning is led by practitioners' individual needs and interests and is aligned to the National Mission. 4. Professional learning develops practitioner research and enquiry skills and knowledge through critical analysis and reflection on practice. 5. Professional learning fosters research literacy and evidence-based practice. 6. Professional learning enhances pedagogical content knowledge and informs the improvement of professional practice and judgement. The National MA programme will equip participants with key learning experiences based on the pedagogical principles to foster their own research and enquiry into professional practice. Teaching and learning activities will be designed to enhance students' leadership capabilities, encourage professional autonomy and improve professional judgement in all contexts and situations. This practice-focused emphasis will equip practitioners to act ethically, engage critically with research and practice, work collaboratively and to respond innovatively to challenges in their context.

	Please see Appendix 'Module Development Map: Leading Organisational Change' for an indicative overview of the blend of face to face and online teaching and learning activities. All teaching materials will be available on the EWC PLP and assessment are submitted on institutional VLEs. All handouts, presentations and online course materials will use high-contrast text/background colours and legible fonts. The programme modules will explore different perspectives within and outside the UK and develop the students' critical thinking and awareness of different perspectives on issues relating to diversity in ethnicity, culture and nationality.
8.6	Does the programme involve any new, amended or bespoke modules? If so, please provide an outline here and include module approval forms with the documentation.
	The programme involves amended modules. All module descriptors are included as part of the validation documentation.
8.8	Please explain how the assessment regime for the programme has been designed to measure achievement of the intended learning outcomes.
	Methods of assessment have been determined by the content and requirements of each module as well as the overall assessment pattern across the programme. Indicative assessment tasks are detailed in all the module specifications. All assignments will be submitted and marked using Turnitin. The assessment of modules will be through a form of coursework (e.g. essay/poster) that relates specifically to the specialist module content that is research informed and research based. All modules reflect the core values underlying the MA programme in terms of relevance, applicability and developing the education practitioner as a research informed professional. Assessments will be submitted at the end of the teaching period in which the module is taught. Assessments are chosen to examine a student's ability to integrate theory and practice, and to think critically around the module content. Subject specific, professional, and transferable skills will be developed within scheduled and independent learning activities. All modules will assess a variety of skills, either directly or indirectly through the assessment processes for the module. The Advanced Research and Enquiry Skills module will prepare students to undertake an independent piece of research by guiding them through the essentials of research/enquiry in the social sciences. The Dissertation module enables students to extend their research and enquiry expertise further by exploring a specific education-based topic in depth. This module will enable students to build upon the capabilities for self- managed learning and critical thinking achieved in teaching period one and teaching period two of the programme. Authentic assessments have been designed to enable the students to achieve the Learning Outcomes of each Module. The module learning outcomes have been mapped against the Programme Outcomes to ensure constructive alignment. Principles Guiding the Programme's Assessment Strategy

A key principle guiding the assessment strategy was that assignments needed to be aligned constructively with module learning outcomes, and those modules learning outcomes themselves needed to be aligned directly with the Level 7 benchmarks (see Curriculum Map document).

The development of the programme's assessment strategy was also closely aligned with the general Principles for Masters-level Professional Learning in Wales, which the group developed at the request of Welsh Government, and which were consulted upon widely, both within Wales and internationally, before finalising.

Alignment between the Principles for Masters-level Professional Learning in Wales and the programme's assessment regime and strategy:

1. Professional learning positively impacts on all learners who are at the centre of the National Approach to Professional Learning.

All assessments are professionally relevant and authentic and have at their core the ultimate objective of enhancing educational practice and improving learner outcomes.

2. Professional learning enables all practitioners to take a sustained, critical, contextual and collaborative approach to professional practice.

Assessments have been planned to enable students to take an enquiry-based approach to their professional practice, and to interrogate critically the contexts within which they practice.

3. Professional learning is led by practitioners' individual needs and interests and is aligned to the National Mission.

Assignments are designed such that the issues and topic covered in the modules are approached through the lens of individual practice – students are asked to reflect on the ways in which their engagement with the module and their learning have informed and enhanced their practice. The overarching objectives of the National Mission are embedded throughout the programme, in areas such as pedagogy, curriculum development, wellbeing, leadership, inclusion and enquiry-based approaches to practice.

4. Professional learning develops practitioner research and enquiry skills and knowledge through critical analysis and reflection on practice.

An enquiry stance is encouraged and required for most assignments. Furthermore, Advanced Research and Enquiry Skills and the Dissertation module are both compulsory, and the assignment in each designed with the goal of conducting an extended research / enquiry project in their area of professional practice.

5. Professional learning fosters research literacy and evidence-based practice.

Throughout the programme's assessments, students are required to: engage critically and confidently with a wide range of research-based evidence and insight, and policy literature and evidence; to reflect upon what it means to be an evidence-informed practitioner; and consider how they negotiate the complex nexus between evidence and practice.

6. Professional learning enhances pedagogical content knowledge and informs the improvement of professional practice and judgement.

Exploring pedagogies, as well as the link between pedagogy and content is key to both Pedagogy and Practice, and Exploring Pedagogy, and assignments for both modules require students to reflect on their pedagogy in practice.

The range of assessment types

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

	One assessment per module In planning the assessment strategy for the National Master's, the programme proposal group has consulted widely with head teachers and associates of the NAEL who expressed a preference for single points of module assessment to take account of professionals' workload. The team has also paid due regard to the evaluation of the Master's in Educational Practice (MEP) (Brychan <i>et al.</i>, 2019). This evaluation study was completed during the early phases of the proposal team's activities, with the specific intention of informing the design of the National Master's. One of the key 'lessons learned' was that: 'Assessment design needs to be manageable for busy teachers and consideration will be needed regarding how assessment tasks relate directly to practice. (Ibid: 9).' The report also points to the MEP programme in its first iteration having too many assessment points (Ibid: 76), which placed a significant and sustained assessment burden on busy professionals. As the MEP programme progressed, and based on student feedback, it reduced the number of assessment points, whilst maintaining an appropriate overall volume of assessment in terms of equivalent word count. The proposal team has taken account of this MEP recommendation in the programme design and assessment strategy, favouring single assessment points for each module, situated intentionally, where possible, at a time of the academic year when students will have lower workloads. In addition, students will have the opportunity to retake each assessment twice, should that prove necessary.
9	Further Information
9.1	Are there any special features of the scheme that have implications for its viability, management or delivery, or for the regulations of the University? Individual Universities to enter the information here. Aberystwyth University The following derogations are required from the Regulations for Modular Taught Postgraduate Awards: Progression requirement before students complete the 60-credit dissertation. Validation will take place based on one bespoke validation documentation that draws on the requirements of all seven institutions validating the programme. Three attempts at a module are within current regulations but their timing will be different if there is a requirement to complete all before progression to the dissertation. All credits must be passed (current regulations allow 20 credit of failure for an MA award) RPL is currently up to 120 credit but this is at the discretion of the department. Bangor University The following derogations are required from the SU Regulations for Taught Courses: RPL/RPEL will be permitted up to a maximum of 60 credits only. A pass mark of 50% is required for all modules Validation will take place based on one bespoke validation documentation that draws on the requirements of all seven institutions validating the programme. Cardiff Metropolitan University The following derogations are required from the CMU Regulations for Taught Courses: RPL/RPEL will be permitted up to a maximum of 60 credits only.

	Validation will take place based on bespoke validation documentation that draws on the requirements of all eight institutions validating the programme, rather than CMU validation documentation. Swansea University The following derogations are required from the SU Regulations for Taught Courses: RPL/RPEL will be permitted up to a maximum of 60 credits only. A pass mark of 50% is required for all modules Validation will take place based on one bespoke validation documentation that draws on the requirements of all seven institutions validating the programme. USW The following derogations are required from the USW Regulations for Taught Courses: A pass mark of 50% is required for all modules. A maximum of three attempts per module will be permitted (first sitting, resit and repeat); students will not be permitted to resit their repeat. RPL/RPEL will be permitted up to a maximum of 60 credits only. No bonding or compensation will be permitted in assessments; all modules will have a single assessment. Validation will take place based on bespoke validation documentation that draws on the requirements of all eight institutions validating the programme, rather than USW validation documentation. In addition, the following exemption from the Academic Blueprint will apply: Learning outcomes will be permitted up to a maximum of six per 20-credit module. UWTSD The following derogations are required from the UWTSD Regulations for Taught Courses: RPL/RPEL will be permitted up to a maximum of 60 credits only. All credits must be passed A maximum of three attempts per module will be permitted (first sitting, resit and repeat); students will not be permitted to resit their repeat. Validation will take place based on one bespoke validation documentation that draws on the requirements of all seven institutions validating the programme. Wrexham University The following derogations are required from the WU Regulations for Taught Courses: RPL/RPEL will be permitted up to a maximum of 60 credits only. A pass mark of 50% is required for all modules. A maximum of three attempts per module will be permitted (first sitting, resit and repeat); students will not be permitted to resit their repeat. Validation will take place based on one bespoke validation documentation that draws on the requirements of all seven institutions validating the programme.
10	Marketing subject to approval
10.1	Please provide a 250-word summary for marketing the scheme online.
	Welsh Government (WG) are proposing that Masters (SLC) funded places to be set per HEI. In addition, WG intend to support the current ITE accredited provision and grant funded per provider for practitioners in ITE Partner schools.

11	Appendices	
11.1	Please confirm that the following are attached:	
	Programme specification(s) including mapped learning outcomes	Confirmed.
	Evidence of External Consultation with students and any other relevant organisation/bodies	Confirmed
	New/restructured module approval forms, where appropriate	Confirmed

