Prifysgol Wrecsam
Wrexham University

PROGRAMME SPECIFICATION

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Please check the Programme Directory for the most up to date version:
PG Programme Directory

Section 1 Regulatory Details

Awarding body	Wrexham University
Teaching institution	Wrexham University
Final award and programme title (Welsh)	MA Addysg MA Addysg gydag Arweinyddiaeth MA Addysg gyda Phlentyndod Phlentyndod Cynnar
Final award and programme title (English)	MA Education MA Education with Leadership MA Education with Early Childhood
Exit awards and titles	Postgraduate Diploma Education Postgraduate Diploma Education with Leadership Postgraduate Diploma Education with Early Childhood Postgraduate Certificate Education
Credit requirements	MA Education 180 Credits at Level 7 MA Education with Leadership 180 Credits at Level 7 MA Education with Early Childhood 180 Credits at Level 7 Postgraduate Diploma Education 120 Credits at Level 7 Postgraduate Diploma Education with Leadership 120 Credits at Level 7 Postgraduate Diploma Education with Early Childhood 120 Credits at Level 7 Postgraduate Certificate Education 60 Credits at Level 7
Does the programme offer Foundation Year route?	N/A
Placement / Work based learning	N/A
Length and level of the placement	N/A
Faculty / Department	Faculty of Social and Life Sciences Education
HECoS Code	100459
Intake Points	Six intakes per year - September, November, January, March, May, August.
Mode of Attendance	Part time
Normal Programme Length	2 years
Mode of Study and Location of delivery	Online/Distance Learning
Language of delivery	English
Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.
Professional, Statutory or Regulatory Body (PSRB) accreditation	N/A
External reference points	QAA Subject Benchmark Statements (Education Studies)

	QAA Characteristics Statements (Early Childhood Education Master's Degree Characteristics Statements The Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies. CQFW
Entry Requirements	The University website sets out the approved entry requirements for each programme, including minimum qualifications and English Language requirements
Record of Prior (Experiential) learning	Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University Academic Regulations.
Is DBS check required on entry?	No
Does the Suitability for Practice Procedure apply to the programme?	No
Derogation to Academic Regulations	N/A
Date of Approval	Mar 2025
Date and type of Revision	Revalidated in Mar 2025

Section 2 Programme Details

Aims of the programme

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

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

It provides students with an opportunity to use academic research processes and findings as a means of professional development by enhancing research practice through a research proposal. Students will select and apply appropriate techniques and analyses to address a research problem as a means of enhancing insight and context into professional practice within an education-based area of practice.

The programme aims to:

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

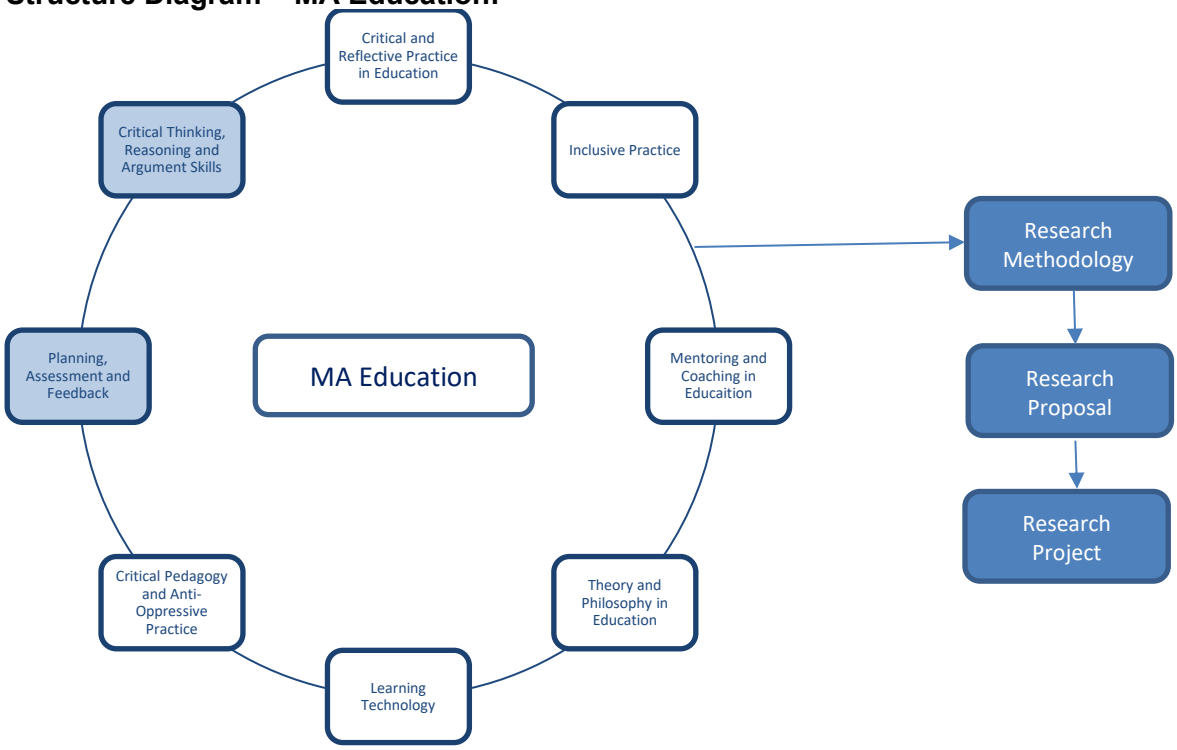
Programme Structure Diagram, including delivery schedule

Part-time delivery

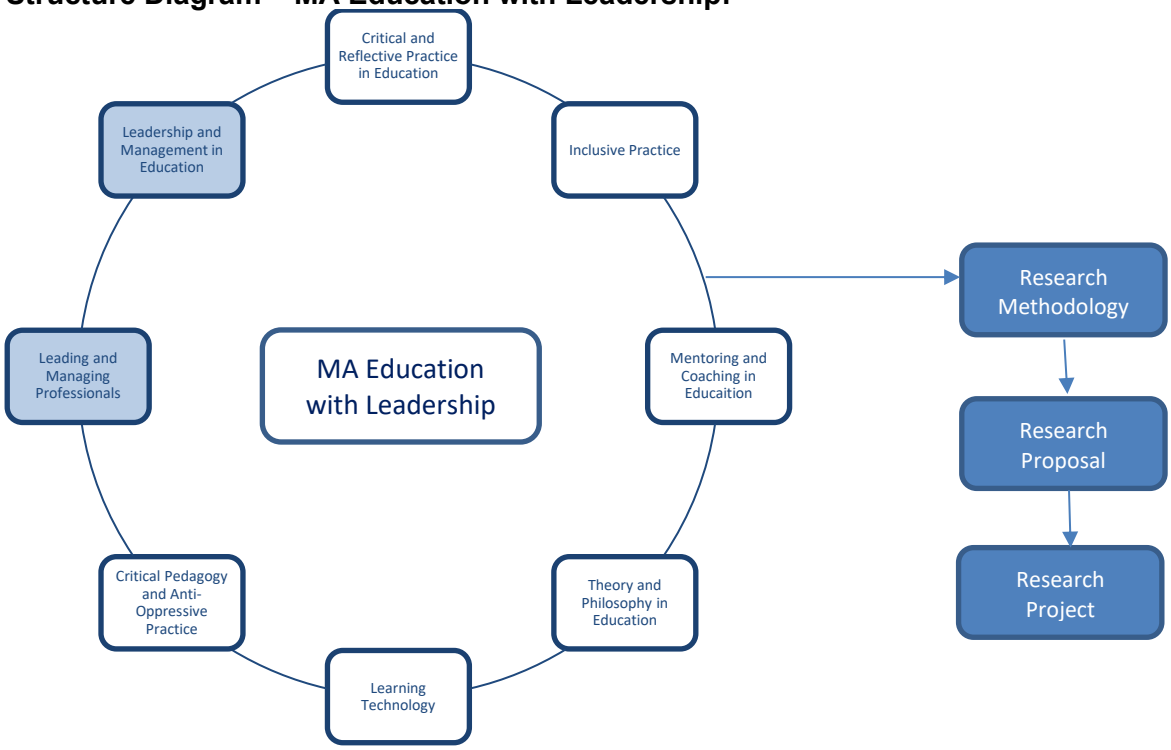
Level	*Module Code*	*Module Title*	*Credit Value*	*Core/Option*	*Year of Study*
7	ONLED08	Critical and Reflective Practice in Education	15	Core	Y1
7	ONLED11	Inclusive Practice	15	Core	Y1
7	ONLED13	Mentoring and Coaching in Education	15	Core	Y1
7	ONLED14	Theory and Philosophy in Education	15	Core	Y1
7	ONLED12	Learning Technology in Education	15	Core	Y1
7	ONLED09	Critical Pedagogy and Anti-Oppressive Practice	15	Core	Y1
7	ONLED03	Planning, Assessment and Feedback	15	Core for MA Education Route	Y2
7	ONLED10	Critical Thinking, Reasoning and Argument Skills	15	Core for MA Education Route	Y2
7	ONLED02	Leading and Managing Professionals	15	Core for MA Education with Leadership Route	Y2

Level	Module Code	Module Title	Credit Value	Core/Option	Year of Study
7	ONLED01	Leadership and Management in Education	15	Core for MA Education with Leadership Route	Y2
7	ONLED15	Well-being and Resilience in Early Childhood	15	Core for MA Education with Early Childhood Route	Y2
7	ONLED07	Contemporary Issues in Early Childhood	15	Core for MA Education with Early Childhood Route	Y2
7	ONLED04	Research Methodology	15	Core	Y2
7	ONLED06	Research Proposal	15	Core	Y2
7	ONLED05	Research Project	30	Core	Y2

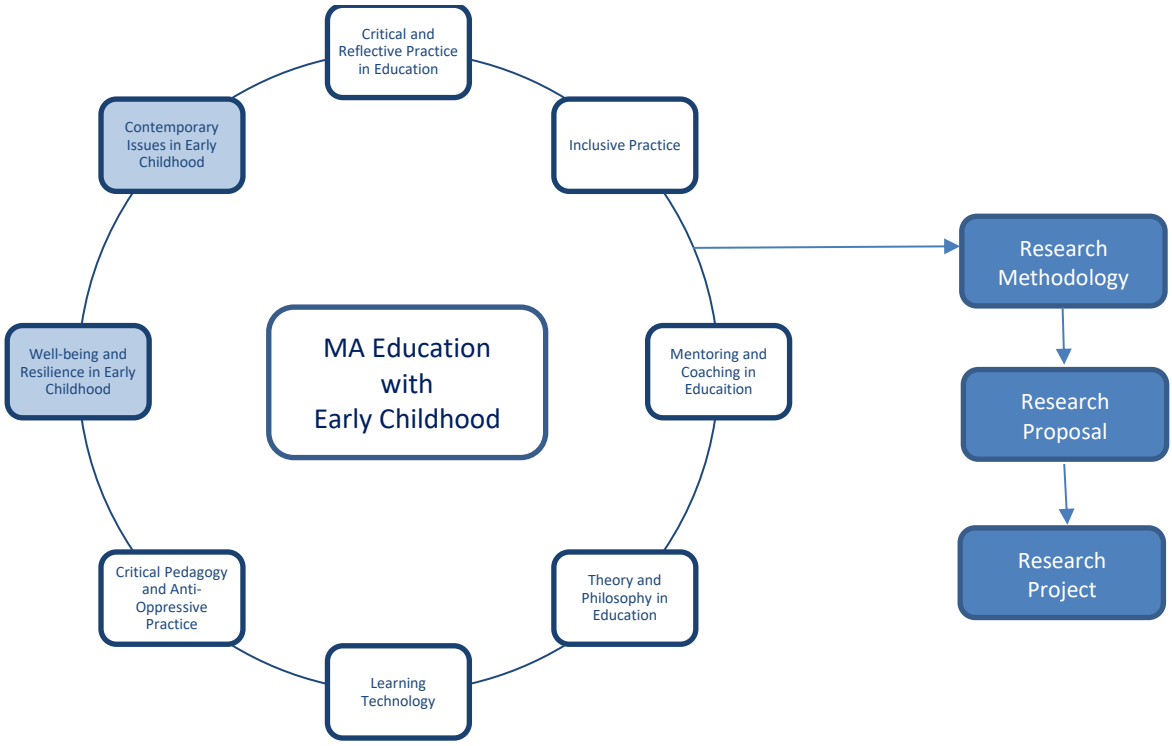
Delivery Structure Diagram – MA Education:



Delivery Structure Diagram – MA Education with Leadership:



Delivery Structure Diagram – MA Education with Early Childhood



Programme Learning Outcomes

- ***K*** *–Knowledge and understanding*
- ***I*** *–Intellectual skills*
- ***S*** *–Subject skills*
- ***P*** *–Practical, professional and employability skills*

No.	Learning Outcome	K	I	S	P	PG Cert	PG Dip	MA
1	Critically analyse and evaluate how and understanding of philosophy can promote your own professional learning and development in a complex and constantly changing context of education, teaching and learning	☒	☐	☐	☐	☒	☒	☒
2	Critically analyse key theoretical concepts and perspectives in developing inclusive approaches and practices	☒	☐	☐	☐	☒	☒	☒
3	Critically examine and report the social and/or learning barriers faced by an individual or specific group of people within an education setting	☒	☐	☐	☐	☒	☒	☒
4	Plan, implement and evaluate an inclusive intervention strategy to tackle barriers to learning and/ or social participation for an individual or group of people at risk of discrimination, marginalisation or underachievement	☒	☐	☐	☐	☒	☒	☒
5	Critically analyse and evaluate a range of theories related to the aims and nature of education	☒	☐	☐	☐	☐	☒	☒
6	Show a critical awareness of the role of technology in relation to accessibility in education	☒	☐	☐	☐	☐	☒	☒
7	Critically examine the nature of power and inequality in education and society	☒	☐	☐	☐	☐	☒	☒
8	Critically analyse the role of formal, informal education and critical pedagogy in challenging oppression	☒	☐	☐	☐	☐	☒	☒
9	Present a coherent and argued approach to research methodologies based upon a small-scale research project based upon observations and reflections of their own professional practice	☒	☐	☐	☐	☐	☐	☒
10	Present a comprehensive and critically argued ethics approval application that demonstrates an extensive awareness of ethical issues. Critically evaluate the need to be an informed researcher as well as adhering to ethical standards required by their work-based and academic practice	☒	☐	☐	☐	☐	☐	☒

No.	Learning Outcome	K	I	S	P	PG Cert	PG Dip	MA
11	Critically analyse own professional development	☐	☒	☐	☐	☒	☒	☒
12	Critically and systematically reflect upon the relationships between education and society using a range of philosophical perspectives that influence you own philosophical stance	☐	☒	☐	☐	☒	☒	☒
13	Systematically apply concepts of philosophy and education theory to your work-based practice in relation to current key debates in education and critically evaluate the impact of research and enquiry upon that practice	☐	☒	☐	☐	☒	☒	☒
14	Critique research, policy and legislation to develop a complex understanding of how learning technology is represented in curriculum and pedagogy	☐	☒	☐	☐	☐	☒	☒
15	Critically evaluate current research and scholarship in relation to critical pedagogy, relevant social policy and education practice	☐	☒	☐	☐	☐	☒	☒
16	Evaluate critically the nature of arguments relating to the implementation of critical thinking, reasoning and argument skills in educational settings	☐	☒	☐	☐	☐	☒	☒
17	Demonstrate through critical reflection, a deep understanding of the philosophical assumptions that underpin educational research and how these can be impacted by the researcher's own professional value	☐	☒	☐	☐	☐	☒	☒
18	Critically analyse and evaluate research methodologies and methods in an education context to answer a research question or enquiry	☐	☒	☐	☐	☐	☒	☒
19	Critically and systematically reflect on and evaluate an area of practice underpinned by appropriate reading and research	☐	☐	☒	☐	☒	☒	☒
20	Critically evaluate their own professional identity in their education practice	☐	☐	☒	☐	☒	☒	☒
22	Critically evaluate the implications to personal and professional learning and the potential impact of the investigation's outcomes on the organisation	☐	☐	☒	☐	☐	☒	☒
23	Demonstrate a critical awareness of theories and models of well-being and resilience	☐	☐	☒	☐	☐	☒	☒
24	Demonstrate a critical approach to research methodologies and methods in the Social Sciences	☐	☐	☒	☐	☐	☐	☒
25	Identify, select and critically evaluate the data that has been collected from primary and secondary sources	☐	☐	☒	☐	☐	☐	☒

No.	Learning Outcome	K	I	S	P	PG Cert	PG Dip	MA
26	Critically and systematically reflect upon the relationships between education and society using a range of philosophical perspectives that influence your own philosophical stance	☐	☐	☐	☒	☐	☐	☒
27	Show a critical awareness of the role of technology in relation to accessibility in education	☐	☐	☐	☒	☐	☒	☒
28	Demonstrate a critical awareness of the responsibility of those in various professional roles for providing education, and how this may be reflected in their own use of education as a policy driver for social change	☐	☐	☐	☒	☐	☒	☒
29	Critically explore and evaluate the ethical approaches required by practitioners engaging in qualitative research in education	☐	☐	☐	☒	☐	☐	☒
30	Critically analyse and evaluate the strengths and limitations of the research carried out by both them and others. This will contribute to the outcomes of an extended piece of writing, with a clear structure, that demonstrates appropriate master's level stylistic competence and the use of accurate sources, citations and referencing	☐	☐	☐	☒	☐	☐	☒

Learning and teaching strategy

The online MA Education programmes are structured around professional standards and values, with learning opportunities and assessment strategies designed to enhance professional practice and advance educational research. A formative assessment approach is used throughout each module, providing students with ongoing constructive feedback to support their academic writing and final assessments. All modules emphasise the link between research, scholarship and pedagogy and provide opportunities for students to undertake assignments that are primarily workplace based. The evidence informed design of the programme provides a theoretical basis for decision making, applied to specific contexts, encouraging critical analysis and reflection. This enables candidates to challenge existing theory and practice in an informed way. Assignments are tailored to the individual's work-based needs and address the professional learning requirements of those in leadership, management or roles related to the delivery and support of learning programmes.

As these programmes are delivered online via a VLE to students who will always be working at a distance, it is important to provide a learning experience that is appropriate to the student's learning context. In addition, it is important to recognise that part-time online distance learning (DL) students are typically full-time working professionals with busy work and family lives, who are therefore time-poor and tend to be strategic in their approach to their studies. Given these expectations, the learning and teaching approach has the following characteristics:

Each 15-credit module consists of seven weeks of study, with a further week for final assessment. Each week is treated as a separate learning block, with separate presentation of content and deadlines for completion of learning activities. The structured integration of knowledge, presentation, content and practical activities is designed to give students the opportunity to explore and apply the learning content and to demonstrate their level of progress through the use of VLE tools such as discussion boards and self-assessed quizzes. Sections of content with associated activities are used to make the modules accessible and digestible and to enable students to demonstrate their progress and acquisition of knowledge and skills. They also provide opportunities for the module tutors to provide feedback, support and intervention where necessary.

- Knowledge and understanding will be developed through the use of a variety of methods of presenting content, such as online videos, narrated presentations, text content written by the module leader, hyperlinked web content, digital reading resources, and students' own research and collaboration. The aim is to use a variety of these methods to encourage students to remain engaged.
- Skills development will be facilitated through the use of a variety of learning activities presented through the VLE and usually recorded on the VLE. Online forums are used for discursive and collaborative tasks and students are asked to work together in whole class or small group activities. Students will undertake research, reflect on their own professional practice, collaborate in the development of reports and presentations, and carry out practical activities appropriate to the module topic. The use of online tools for students to discuss or record their outcomes enables the module leader and online tutors to monitor student progress and provide constructive feedback.

These activities are constructively aligned with the module and weekly learning outcomes, as well as the formative and summative assessment tasks, to ensure their effectiveness in enabling students to achieve the outcomes. This alignment and focus on active learning tasks are initiated through an ABC Learning Design (LD) workshop at the beginning of the development of each module. ABC LD is a module planning methodology developed at UCL and actively promoted by Jisc (information can be found here:

https://www.ucl.ac.uk/teaching-learning/case-studies/2018/jun/designing-programmes-and-modules-abc-curriculum-design).

For these programmes, students' own application of the learning and theories presented in the modules is crucial to their successful completion of the programme, and the collaborative tasks built into the weekly structure provide many opportunities for students to do this and to compare their own professional context and experiences with those of their classmates. This collaboration also provides an excellent opportunity to internationalise the teaching content, as the programme recruits globally.

The style of learning and teaching changes at the research project stage, whereby individual supervised seminars are provided to support the student through the chapters that make up the submission, working within the confines of the research design and question.

Assessment strategy

The nature of the assessment tasks are derived through a process of constructively aligning these with the learning outcomes and learning activities for the module and will be designed to ensure coverage. Typical characteristics of the online DL delivery approach of this programme include the following.

When students are working at a distance, it is important to ensure that they demonstrate progress by submitting work to the VLE. Also, for working learners, smaller submissions are more achievable in the working week. We will therefore use two forms of assessment in each module, unless the nature of the module topic dictates otherwise. For example, there will be an assessment of approximately 30% weighting in either week 4, 5 or 6 of the modules and a larger final piece of work will often, though not always, be retained as students will have the final eighth week free to complete this assessment. The feedback provided in the middle of the modules will support ongoing progression and development in preparation for the assessment in week 8. Up-to-date details will be provided in the annual programme handbook and pages on the VLE. Assessment methods are varied and include formats such as reports and essays, case studies, projects, portfolios of work, reflective portfolios, and presentations (both written and recorded).

Throughout the module there will be a mixture of individual and group work activities to develop knowledge and understanding of each topic and to develop collaborative skills essential for real world applications. The programme assessment plan takes into account the dual requirements of assessment for learning and assessment of learning. The strategy is to provide a sequence and variety of assessment tasks that reflect the modular learning outcomes that contribute to the achievement of the award. Each assessment incorporates the standard Master's level marking criteria to provide a basis for consistency and clarity of subsequent academic judgements.

The assessment strategy is based on the commentary provided with the UK Quality Code for Higher Education, which states that Assessment and feedback practices are informed by reflection, consideration of professional practice and subject and pedagogical scholarship to develop assessment activities that are closely linked to real-life situations or tasks. Assessment criteria are included with each assessment document to clearly articulate and promote consistency and shared understanding of the basis on which academic judgements are made.

All assessments are subject to the current quality procedures, which include internal moderation of a satisfactory sample and review by an external examiner.

Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

Academic Regulations: https://wrexham.ac.uk/academic-regulations-policies-and-procedures/
The University Skills Framework: https://wrexham.ac.uk/careers/skills-framework/
Welsh Language Policy: https://wrexham.ac.uk/about/welsh-at-wrexham-university/
Equality and Diversity Policy: https://wrexham.ac.uk/about/equality-and-diversity/
The Student Union offers support for students, please access their website https://www.wrexhamglyndwrsu.org.uk/