

OFFICE USE ONLY	
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## PROGRAMME SPECIFICATION

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**MA Education**  
**MA Education with Leadership**  
**MA Education with Early Childhood**

1

### Awarding body

Glyndwr University

2

### Programme delivered by

Glyndwr University

3

### Location of delivery

100% online

4

### Faculty/Department

Faculty of Social and Life Sciences

5

### Exit awards available

MA Education  
 Postgraduate Diploma Education  
 Postgraduate Certificate Education

MA Education with Leadership  
 Postgraduate Diploma Education with Leadership  
 Postgraduate Certificate Education

MA Education with Early Childhood  
 Postgraduate Diploma Education with Early Childhood  
 Postgraduate Certificate Education

6	<p><b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b></p> <p>Not applicable</p> <p><b>The information above is correct at the point of programme validation, refer to university PSRB register and university website for current details of programme accreditation. This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.</b></p>
7	<p><b>Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) eg. completion of placement.</b></p> <p>Not applicable</p>
8	<p><b>JACS3 / HECoS codes</b></p> <p>X200 / 100459</p>
9	<p><b>UCAS code</b></p> <p>Not applicable</p>
10	<p><b>Relevant QAA subject benchmark statement/s</b></p> <p>The Masters Characteristics Statement published September 2015.</p>
11	<p><b>Mode of study</b></p> <p>Online/distance learning part time</p>
12	<p><b>Normal length of study</b> for each mode of study  <i>Note that students are not eligible for funding for a postgraduate qualification if the duration of the part time route is more than double the duration of the full time route.</i></p> <p>Minimum: 2 years part-time  Maximum: 5 years part-time</p>
13	<p><b>Language of study</b></p> <p>English</p>
14	<p><b>The following University Award Regulations apply to this programme</b></p>

- ✓ General Regulations and Definitions
- Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees
- Regulations for Taught Masters Degrees
- ✓ Regulations for Taught Masters Degrees taught entirely by online distance learning
- Regulations for Integrated Masters Degrees
- Regulations for Masters of Research
- Regulations for Professional Graduate Certificate in Education
- Regulations for Postgraduate Certificate in Education
- Regulations for Certificate in Education
- Regulations for Graduate Diploma Graduate Certificate
- Regulations for BTEC Higher National Qualifications
- Regulations for Glyndŵr University Certificate of Attendance, Glyndŵr University Certificate of Continuing Education, Glyndŵr University Professional Certificate
- Regulations Glyndŵr University English Language Test

## 17 Criteria for admission to the programme

### Standard entry criteria

Candidates must satisfy the general admissions requirements of the programme, which are as follows:

All candidates will be expected to have a good first honours degree (2:2 or above) or, professional qualifications and/or experience judged equivalent. The candidate will have met the relevant English Language requirements.

#### English language requirements:

Applicants may be required to provide evidence of English Language ability. More details can be found on the University website under the programmes admissions requirements or please access our English Language requirements page: <https://www.Glyndŵr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> Academic courses at Glyndŵr University require a minimum entry requirement of: Academic level IELTS Postgraduate (taught) 6.0.

For all module's students require access to a professional and/or experience of a context that will enable them to undertake work-based/related research and/or practice.

Exceptionally, applicants without a first degree who can evidence extensive relevant experience of more than two years in a relevant professional role(s) may

be considered. Such applicants may be subject to additional selection criteria at the University's discretion.

Following the applicants first initial interest they will be contacted by the Enrolment Advisor (EA), via both email and telephone. The EA will discuss with the student to identify that a fully online distance MA is the suitable programme for them and establishes whether they have a profile which will be likely to succeed in applying for the programme. The EA then compiles a complete file on the applicant helping them to provide all necessary documentation, such as proof of identification, transcripts, certificates, IELTS certificates, etc. This file is then used to complete the enrolment process for the next available (or the applicants preferred) intake. Where applicants may be borderline, their file will be passed to the person(s) responsible for enrolment decisions within the Education department. The EA supports the applicant and is available to deal with any queries up until the point when the applicant pays for their first module, at which point they are introduced to the Student Success Coordinator.

A non-graduate may also be admitted to candidature provided that they have held, for a minimum of two years, a responsible position, which is relevant to the programme to be pursued.

Entry requirements are in accordance with the University's admissions policy [click here](#)

International entry qualifications are outlined on the [National Academic Recognition and Information Centre \(NARIC\)](#) as equivalent to the relevant UK entry qualification.

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

European students are able to provide this evidence in a number of ways (please see <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

International students require a UKVI Approved Secure English Language Test (SELT) (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

### **DBS Requirements**

Not Applicable

### **Suitability for Practice Procedure**

Please see Wrexham Glyndwr University's Fitness to Practice Policy and Suitability to Practice Policy.

### **Non-standard entry criteria and programme specific requirements**

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

For Master's level learning delivered through an online environment, there is a requirement for students to have an appropriate level of digital competence including computing proficiency that enables them to access the online environment. The level of competence would be evident through the application process.

## 18 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the [University General Regulations](#). Any programme specific restrictions are outlined below:

### Programme specific restrictions

Applicants may RPL a maximum of 60 credits at level 7 onto the online programmes. RPL is not permitted in relation to the Research Proposal, Research Methodology or Research Project.

## 19 Aims of the programme

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

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

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

**The programme aims;**

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

## 20 Distinctive features of the programme

The Education department has long-term reputation for quality of undergraduate and postgraduate provision at WGU. The online MA Education programme provides opportunities for career long professional development for those in education and related professional roles. It is 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. 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 online MA Education suite of programmes have been designed to reflect the challenge faced to design learning specialisms that meet individual and professional needs within a more innovative and responsive continuing professional development framework. It 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 a taught Professional Doctorate programme or for the demands of a research-based M.Phil./PhD.

This online MA Education suite of programmes address 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 an award title with the specialism that they have followed. To achieve the individual title added, a student must complete at least 30 credits prescribed for that route and

complete their assignment work for the Research Proposal, Research Methodology and Research Project modules in that area. It is expected that students will complete within two years with a maximum registration period of five years.

An opportunity to engage in a significant piece of work-based research of publishable quality leads to transformational learning and improvements in students' own skills and career prospects. The programme provides a study forum for professionals in similar roles but different settings, where they can safely express their academic skills in terms of theory and their own work-based practice.

The online MA Education programmes are to be delivered fully online and have a modular delivery pattern, which includes modules at 15 credits each. The delivery pattern is a carousel model encompassing a framework of eight 15 credit modules depending on the programme, before moving on to the dissertation stage that includes a research proposal, research methodology and research project. The online learning programmes offer high levels of support and flexibility through a modular delivery pattern enabling students to work at a pace that suits their individual preferences.

### **MA Education**

The MA Education route has been designed to provide content and context that relates directly to the work of educational professionals in a wide range of settings, including schools, colleges, universities and public sector organisations. Course content and assignments are all work-related, enabling you to consider the latest theoretical underpinning related to your work. The MA Education route will challenge and extend thinking, deepen understanding and knowledge of the content and theoretical foundations of the area and encourage critical reflection of practice.

### **MA Education with Leadership**

The MA Education with Leadership route provides an opportunity for professionals to explore the impact and influences of educational leadership. They will develop a critical and systematic understanding of how policy developments, values, organisational change, partnerships and collaboration can impact the experiences of staff, students and stakeholders within the organisation. Through engagement with current texts and policy documents (aligned to the country of study), students will gain a rigorous and thorough understanding of contemporary issues and theories. Knowledge and understanding of key themes and issues in educational leadership and management will include theories, values, leading change and strategy, partnerships and collaboration.

### **MA Education with Early Childhood**

The MA Education with Early Childhood route will provide professionals, who are currently working within the early childhood sector, with a critical understanding of how research, theory, policy and practice intersect within the context of early childhood education in general, and within professional and cultural contexts. The programme will promote critical reflection and evaluation of learning in early

childhood education in relation to global contexts and within the local contexts of students' needs and interests. The programme will enhance students' ability to conduct rigorous practice-based research or policy analysis, and to disseminate their work as appropriate.

## **21 Credit accumulation and exit awards**

### **Exit Awards**

The PG Certificate in Education is an exit award available for a student who has completed 60 credits at level 7 and who is unable or chooses not to continue on the programme.

Students who RPL'd in 60 credits and then did not complete any further credits and who chose or were unable to continue on the programme, would not be eligible for a Post-graduate Certificate exit award.

The PG Diploma in Education is an exit award available for students who have completed 120 credits at level 7, and who are unable or choose not to continue on the programme.

## 22 Programme structure diagram

**The MA Education:** 6 core modules plus the two subject specific modules.

**The MA Education with Leadership:** 6 core modules plus two subject specific modules.

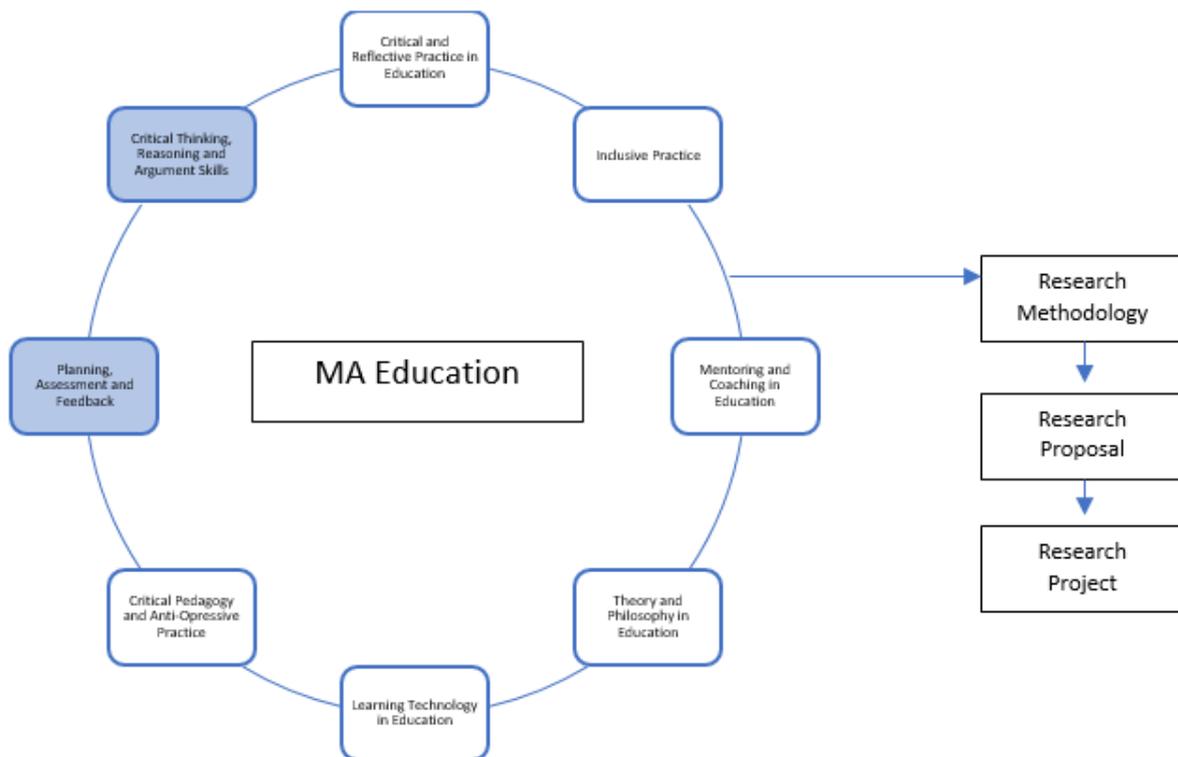
**The MA Education with Early Childhood:** 6 core modules plus the two subject specific modules.

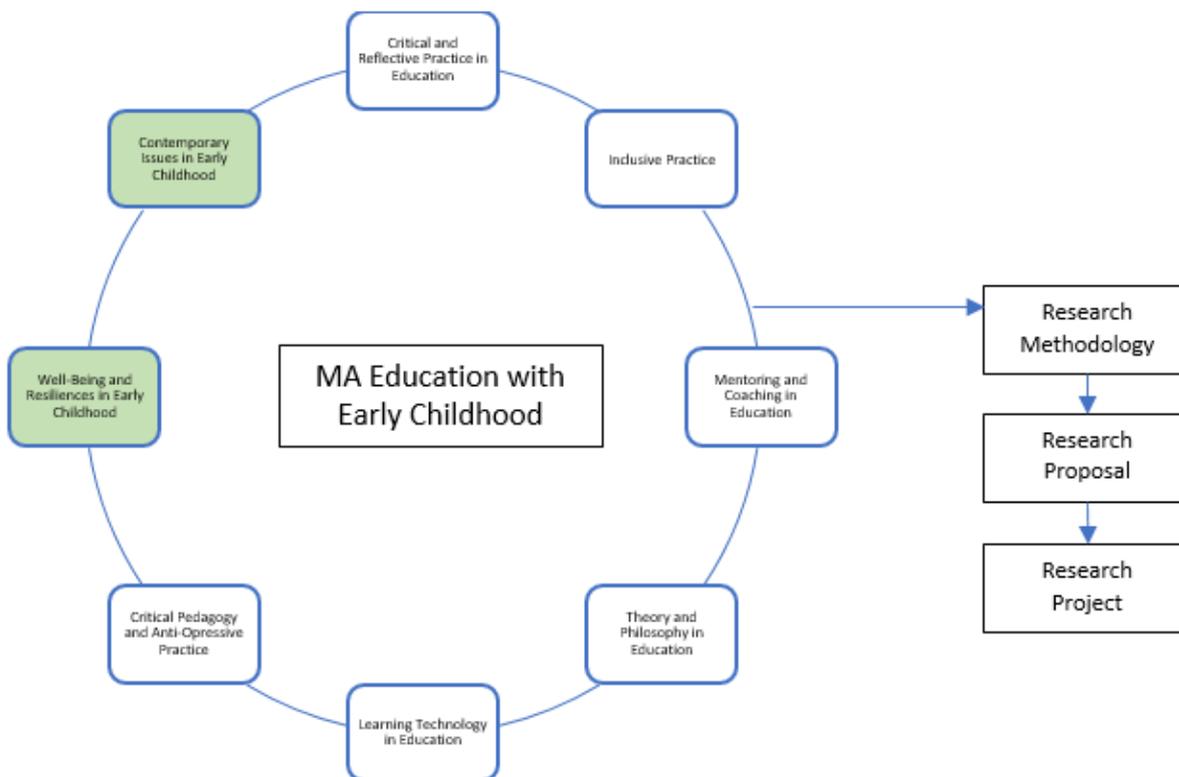
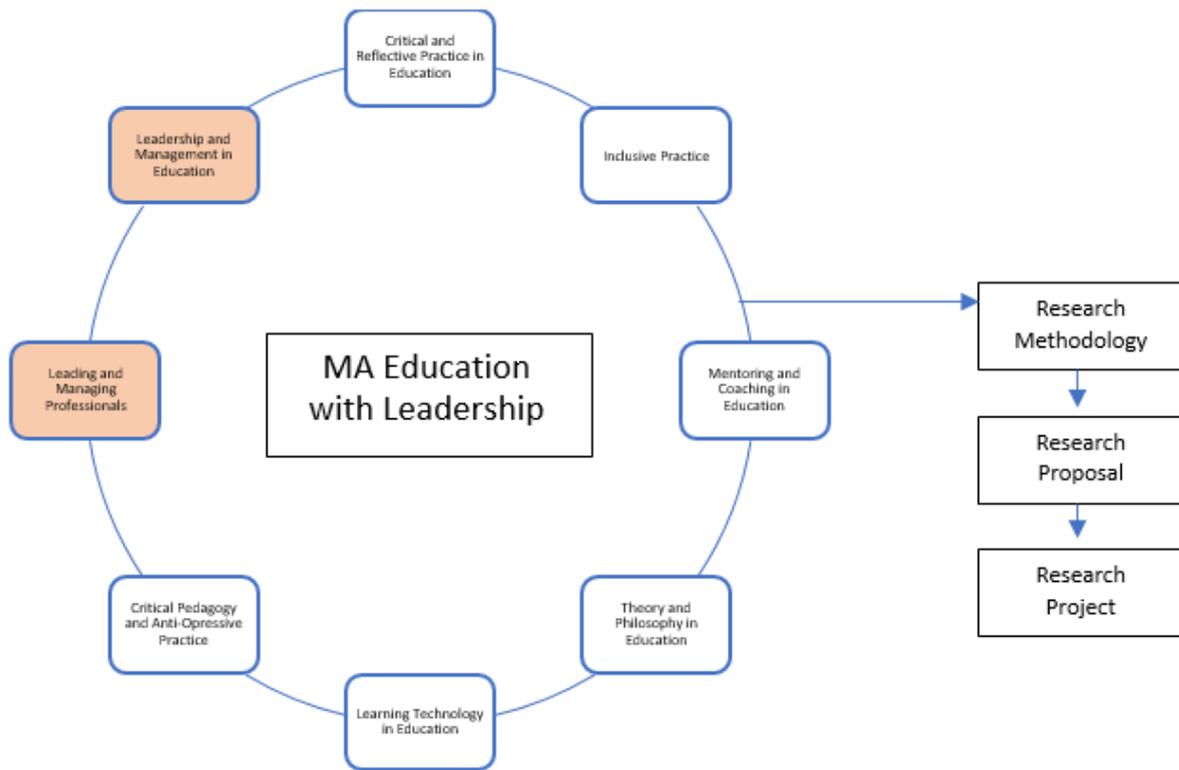
The eight-module framework for each online MA Education route is then followed by a final 60 credits, comprised of two 15 and one 30 credit research and dissertation modules. Any one module will therefore have students enrolled from a number of different cohorts.

LEVEL 7							
Mod Code	ONLED08	Mod title	Critical and Reflective Practice in Education	Credit value	15	Core	Year 1
Mod Code	ONLED11	Mod title	Inclusive Practice	Credit value	15	Core	Year 1
Mod Code	ONLED13	Mod title	Mentoring and Coaching in Education	Credit value	15	Core	Year 1
Mod Code	ONLED14	Mod title	Theory and Philosophy in Education	Credit value	15	Core	Year 1
Mod Code	ONLED12	Mod title	Learning Technology in Education	Credit value	15	Core	Year 1
Mod Code	ONLED09	Mod title	Critical Pedagogy and Anti-oppressive Practice	Credit value	15	Core	Year 1
Mod Code	ONLED03	Mod title	Planning, Assessment and Feedback	Credit value	15	Core For MA Education route	Year 2
Mod Code	ONLED10	Mod title	Critical Thinking, Reasoning and Argument Skills	Credit value	15	Core For MA Education route	Year 2
Mod Code	ONLED02	Mod title	Leading and Managing Professionals	Credit value	15	Core For MA Education with Leadership	Year 2
Mod Code	ONLED01	Mod title	Leadership and Management in Education	Credit value	15	Core For MA Education with Leadership	Year 2
Mod Code	ONLED15	Mod title	Well-being and Resilience in Early Childhood	Credit value	15	Core For MA Education with Early Childhood route	Year 2

LEVEL 7							
Mod Code	ONLED07	Mod title	Contemporary Issues in Early Childhood	Credit value	15	Core	Year 2
						For MA Education with Early Childhood route	
Mod Code	ONLED06	Mod title	Research Proposal	Credit value	15	Core	Year 2
Mod Code	ONLED04	Mod title	Research Methodology	Credit value	15	Core	Year 2
Mod Code	ONLED05	Mod title	Research Project	Credit value	30	Core	Year 2

### Carousel Images





## 22 Intended learning outcomes of the programme

On completion of the following learning outcomes students will be able to:

### Knowledge and Understanding

Knowledge and understanding			
	Level 7 Postgraduate Certificate	Level 7 Postgraduate Diploma	Level 7 MA Education
A1	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;	✓	✓
A2	Critically analyse key theoretical concepts and perspectives in developing inclusive approaches and practices;	✓	✓
A3	Critically examine and report the social and/or learning barriers faced by an individual or specific group of people within an education setting;	✓	✓
A4	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;	Have a comprehensive understanding of how leadership and management are defined in a range of educational contexts with regards to leading and managing people.	✓
A5	Analyse critically and reflect on the application of theoretical models relating to mentoring/coaching and observation to practical context;	Apply a comprehensive understanding of methodologies to analyse and critically evaluate selected leadership approaches in a chosen context or educational setting. Ensure that all aspects of change are evaluated with a	✓

		specific focus on unexpected or unplanned outcomes.	
A6	Critically examine the characteristics associated with the role of coach/mentor. Critically analyse the attributes and skills of effective practice;	Critically analyse the meaning of 'learning technology'	✓
A7	Evaluate critically the use of peer mentoring/coaching as a method for raising standards that that will enhance the quality of within an educational organisation.	Show a critical awareness of the role of technology in relation to accessibility in education.	✓
A8	Critically analyse and evaluate a range of theories related to the aims and nature of education;	Critically examine the nature of power and inequality in education and society.	✓
A9	X	Critically analyse the role of formal, informal education and critical pedagogy in challenging oppression.	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.
A10	X	X	Present a comprehensive and critically argued ethics approval form 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.

### Intellectual skills

	Level 7 Postgraduate Certificate	Level 7 Postgraduate Diploma	Level 7 MA Education
B1	Critically reflect on educational practice through an online reflective journal / blog;	✓	✓
B2	Critically evaluate their own professional identity in their educational practice;	✓	✓

	Level 7 Postgraduate Certificate	Level 7 Postgraduate Diploma	Level 7 MA Education
B3	Critically analyse their own professional development;	Evaluate critically the theory and practice of: (i) education for citizenship; (ii) developing philosophical thinking in education; (iii) spiritual, moral, social and cultural education.	✓
B4	Critically and systematically reflect upon the relationships between education and society using a range of philosophical perspectives that influence your own philosophical stance;	Evaluate critically the concept of 'indoctrination' and the nature of indoctrination in educational settings.	✓
B5	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;	Critique research, policy and legislation to develop a complex understanding of how learning technology is represented in curriculum and pedagogy.	✓
B6	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.	Critically evaluate current research and scholarship in relation to critical pedagogy, relevant social policy and education practice.	✓
B7	X	Evaluate critically the nature of critical thinking, reasoning and argument skills arguments for implementing such skills in educational settings.	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;
B8	X	X	Critically analyse and evaluate research methodologies and methods in an education context to answer a research question or enquiry;

## Subject Skills

Subject skills			
	Level 7 Postgraduate Certificate	Level 7 Postgraduate Diploma	Level 7 MA Education
C1	Critically and systematically reflect on and evaluate an area of practice underpinned by appropriate reading and research;	✓	✓
C2	Critically evaluate their own professional identity in their education practice;	✓	✓
C3	Critically analyse key theoretical concepts and perspectives in developing inclusive approaches and practices;	✓	✓
C4	Critically examine and report the social and/or learning barriers faced by an individual or specific group of people within an education setting;	✓	✓
C5	Evaluate critically the use of peer mentoring/coaching as a method for raising standards that that will enhance the quality of within an educational organisation;	Critically evaluate current research and scholarship in relation to critical pedagogy, relevant social policy and education practice.	✓
C6	Critically and systematically reflect upon the relationships between education and society using a range of philosophical perspectives that influence your own philosophical stance;	Evaluate critically the impacts of different approaches to leadership and management in relation to policy changes in an organisation;	✓
C7	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.	Evaluate critically the impacts of different approaches to leadership and management in relation to policy changes in an organisation;	✓
C8	X	Demonstrate a critical awareness of theories and models of well-being and resilience.	✓
C9	X	Critically evaluate the implications to personal and professional learning and the potential	Demonstrate a critical approach to research methodologies and methods in the Social Sciences;

Subject skills			
	Level 7 Postgraduate Certificate	Level 7 Postgraduate Diploma	Level 7 MA Education
		impact of the investigation's outcomes on the organisation.	
C 10	X	X	Identify, select and critically evaluate the data that has been collected from primary and secondary sources;

### Practical, professional and employability skills

Practical, professional and employability skills			
	Level 7 Postgraduate Certificate	Level 7 Postgraduate Diploma	Level 7 MA Education
D1	Critically analyse their own continual professional development;	✓	✓
D2	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;	✓	✓
D3	Critically analyse the attributes and skills of effective practice;	Apply a comprehensive understanding of methodologies to analyse and critically evaluate selected leadership approaches in a chosen context or educational setting. Ensure that all aspects of change are evaluated with a specific focus on unexpected or unplanned outcomes.	✓
D4	Evaluate critically the use of peer mentoring/coaching as a method for raising standards that that will enhance the quality of within an educational organisation;	Critically reflect upon theories, assumptions, concepts and data to achieve solutions to work-based problems.	✓
D5	Critically and systematically reflect upon the relationships between education and society using a range of philosophical perspectives that influence your own philosophical stance;	Show a critical awareness of the role of technology in relation to accessibility in education.	✓

D6	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;	Critically challenge practice to ensure that it is democratic and inclusive.	✓
D7	X	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.	Critically explore and evaluate the ethical approaches required by practitioners engaging in qualitative research in education;
D8	X	X	Critically analyse and evaluate the strengths and limitations of the research carried out by both themselves and others. This will contribute to the outcomes of an extended piece of writing, with a clear structure, that demonstrates appropriate Masters level stylistic competence and the use of accurate sources, citations and referencing.

## 23 Curriculum matrix

To demonstrate how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

### MA Education

	Module Title	Core or option?	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	B8		
Level 7	<i>Critical and Reflective Practice in Education</i>	Core	■	■	■	■	■	■	■	□	□	■	■	■	■	■	■	□	□		
	<i>Inclusive Practice</i>	Core	■	■	■	■	■	■	■	□	□	■	■	■	■	■	■	□	□		
	<i>Mentoring and Coaching in Education</i>	Core	■	■	■	■	■	■	■	□	□	■	■	■	■	■	■	■	□	□	
	<i>Theory and Philosophy in Education</i>	Core	■	■	■	■	■	■	■	□	■	■	■	■	■	■	■	■	□	□	
	<i>Learning Technology in Education</i>	Core	■	■	■	■	■	■	■	■	□	■	■	■	■	■	■	■	■	□	
	<i>Critical Pedagogy and Anti-Oppressive Practice</i>	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	□
	<i>Planning, Assessment and Feedback</i>	Core	■	■	■	■	■	■	■	■	■	□	■	■	■	■	■	■	■	■	□
	<i>Critical Thinking, Reasoning and Argument Skills</i>	Core	■	■	■	■	■	■	■	□	■	□	■	□	■	■	■	□	■	■	□
	<i>Research Proposal</i>	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	<i>Research Methodology</i>	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<i>Research Project</i>	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	

	Module Title	Core or option?	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	D1	D2	D3	D4	D5	D6	D7	D8	
Level 7	<i>Critical and Reflective Practice in Education</i>	Core	■	■	■	■	■	■	■	□	□	□	■	■	■	■	■	■	■	■	□
	<i>Inclusive Practice</i>	Core	■	■	■	■	■	■	■	□	□	□	■	■	■	■	■	■	■	■	□
	<i>Mentoring and Coaching in Education</i>	Core	■	■	■	■	■	■	■	□	□	□	■	■	■	■	■	■	■	■	□
	<i>Theory and Philosophy in Education</i>	Core	■	■	■	■	■	■	■	□	□	□	■	■	■	■	■	■	■	■	□

	Module Title	Core or option?	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	D1	D2	D3	D4	D5	D6	D7	D8
	Learning Technology in Education	Core	■	■	■	■	■	■	■	□	□	□	■	■	■	■	■	■	■	□
	Critical Pedagogy and Anti-Oppressive Practice	Core	■	■	■	□	■	□	■	□	□	□	■	■	□	■	■	■	■	□
	Planning, Assessment and Feedback	Core	■	■	■	■	■	□	■	■	■	□	■	■	■	■	■	■	■	□
	Critical Thinking, Reasoning and Argument Skills	Core	■	■	■	□	■	■	■	■	■	□	■	■	□	■	■	■	■	□
	Research Proposal	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Research Methodology	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Research Project	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

### MA Education with Leadership

	Module Title	Core or option?	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	B8		
Level 7	Critical and Reflective Practice in Education	Core	■	■	■	■	■	■	■	□	□	■	■	■	■	■	■	□	□		
	Inclusive Practice	Core	■	■	■	■	■	■	■	□	□	■	■	■	■	■	■	■	□	□	
	Mentoring and Coaching in Education	Core	■	■	■	■	■	■	■	□	□	■	■	■	■	■	■	■	□	□	
	Theory and Philosophy in Education	Core	■	■	■	■	■	■	■	□	■	■	■	■	■	■	■	■	□	□	
	Learning Technology in Education	Core	■	■	■	■	■	■	■	■	□	■	■	■	■	■	■	■	■	□	
	Critical Pedagogy and Anti-Oppressive Practice	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	□
	Leading and Managing Professionals	Core	■	■	■	■	■	■	■	■	■	□	■	■	■	■	■	■	■	■	□
	Leadership and Management in Education	Core	■	■	■	■	■	■	■	■	■	□	■	■	■	■	■	■	■	■	□
	Research Proposal	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Research Methodology	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

	Module Title	Core or option?	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	B8
	Research Project	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

	Module Title	Core or option?	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	D1	D2	D3	D4	D5	D6	D7	D8	
Level 7	Critical and Reflective Practice in Education	Core	■	■	■	■	■	■	■	□	□	□	■	■	■	■	■	■	■	□	
	Inclusive Practice	Core	■	■	■	■	■	■	■	□	□	□	■	■	■	■	■	■	■	■	□
	Mentoring and Coaching in Education	Core	■	■	■	■	■	■	■	□	□	□	■	■	■	■	■	■	■	■	□
	Theory and Philosophy in Education	Core	■	■	■	■	■	■	■	□	□	□	■	■	■	■	■	■	■	■	□
	Learning Technology in Education	Core	■	■	■	■	■	■	■	□	□	□	■	■	■	■	■	■	■	■	□
	Critical Pedagogy and Anti-Oppressive Practice	Core	■	■	■	■	■	■	■	□	□	□	■	■	■	■	■	■	■	■	□
	Leading and Managing Professionals	Core	■	■	■	■	■	■	■	■	■	□	■	■	■	■	■	■	■	■	□
	Leadership and Management in Education	Core	■	■	■	■	■	■	■	■	■	□	■	■	■	■	■	■	■	■	□
	Research Proposal	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Research Methodology	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Research Project	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	

## MA Education with Early Childhood

	Module Title	Core or option?	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	B8
Level 7	Critical and Reflective Practice in Education	Core	■	■	■	■	■	■	■	□	□	■	■	■	■	■	■	□	□
	Inclusive Practice	Core	■	■	■	■	■	■	■	□	□	■	■	■	■	■	■	□	□
	Mentoring and Coaching in Education	Core	■	■	■	■	■	■	■	□	□	■	■	■	■	■	■	□	□
	Theory and Philosophy in Education	Core	■	■	■	■	■	■	■	□	■	■	■	■	■	■	■	□	□
	Learning Technology in Education	Core	■	■	■	■	■	■	■	■	□	■	■	■	■	■	■	■	■

	Module Title	Core or option?	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	B8	
	<i>Critical Pedagogy and Anti-Oppressive Practice</i>	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	□
	<i>Well-being and Resilience in Early Childhood</i>	Core	■	■	■	■	■	■	■	■	□	■	■	■	■	■	■	■	■	□
	<i>Contemporary Issues in Early Childhood</i>	Core	■	■	■	■	■	■	■	■	□	■	■	■	■	■	■	■	■	□
	<i>Research Proposal</i>	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	<i>Research Methodology</i>	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	<i>Research Project</i>	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

	Module Title	Core or option?	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	D1	D2	D3	D4	D5	D6	D7	D8	
Level 7	<i>Critical and Reflective Practice in Education</i>	Core	■	■	■	■	■	■	■	□	□	□	■	■	■	■	■	■	■	□	
	<i>Inclusive Practice</i>	Core	■	■	■	■	■	■	■	□	□	□	■	■	■	■	■	■	■	■	□
	<i>Mentoring and Coaching in Education</i>	Core	■	■	■	■	■	■	■	□	□	□	■	■	■	■	■	■	■	■	□
	<i>Theory and Philosophy in Education</i>	Core	■	■	■	■	■	■	■	□	□	□	■	■	■	■	■	■	■	■	□
	<i>Learning Technology in Education</i>	Core	■	■	■	■	■	■	■	□	□	□	■	■	■	■	■	■	■	■	□
	<i>Critical Pedagogy and Anti-Oppressive Practice</i>	Core	■	■	■	■	■	■	■	□	□	□	■	■	■	■	■	■	■	■	□
	<i>Well-being and Resilience in Early Childhood</i>	Core	■	■	■	■	■	■	■	■	■	□	■	■	■	■	■	■	■	■	□
	<i>Contemporary Issues in Early Childhood</i>	Core	■	■	■	■	■	■	■	■	■	■	□	■	■	■	■	■	■	■	□
	<i>Research Proposal</i>	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	<i>Research Methodology</i>	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<i>Research Project</i>	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	

## 24 Learning and teaching strategy

The learning opportunities and assessment strategies employed in the online MA Education programmes are constructed to enhance professional practice and to advance pedagogical research and scholarship, informed by professional requirements and values. The programmes use a formative approach to assessment in order to support students effectively across the duration of a module, giving students constructive feedback that can support their academic writing and final assessment. 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.

As these programmes are being delivered online via a VLE to students who will always be working at a distance, it is important to provide a learning experience that suits the students' study context. In addition, it will also have to be taken into consideration the fact that online distance learning (DL) students in part time study are typically professionals in full-time employment, who have busy work and home lives and hence are time-poor, tending to be strategic in approaching their studies. In view of these expectations, the learning and teaching approach has the following characteristics.

Each 15-credit module is composed of seven study weeks, with a further week for completion of final assessment. Each week is treated as a distinct learning chunk, with separate content presentation and deadlines for the completion of learning activities. The structured integration of knowledge, presentation, content and practice activities are provided in order for the students to have the opportunity to investigate and apply the learning content as well as demonstrate their level of progress through the use of the VLE tools, such as discussion boards and quizzes. Sections of content, with associated activities, are used in order to make the modules accessible and digestible, and to enable the students to demonstrate their progress and acquisition of knowledge and skills. Similarly, this provides opportunities for the module leader and tutors to provide feedback, support and intervention where required.

Knowledge and understanding are developed through the use of a variety of content presentation methods, such as online videos, narrated presentation, text content written by the module leader, hyperlinked web content, digital reading resources,

and the students' own research and collaboration. The aim is to use a variety of these methods in order to assist the students to remain engaged.

Skills development is facilitated through the use of a variety of learning activities, presented through, and usually recorded in, the VLE. Online forums will be used for discursive and collaborative tasks and students will be asked to work together in whole-class or small group activities. Students will carry out research, reflect on their own professional practice, collaborate on the development of reports and presentations, and carry out practice activities appropriate to the module topic. The use of the online tools for the students to discuss or record their results allows for the module leader and online tutors to see the progress the students are making and to provide constructive feedback. Training in and support for the use of any required digital tools will be provided.

All of these activities will be planned so that they constructively align with the module and weekly learning outcomes, as well as the formative and summative assessment tasks, to ensure their efficacy in enabling the students to achieve the outcomes. This alignment and focus on active learning tasks will be initiated through an ABC Learning Design (LD) workshop at the beginning of each module's development. ABC LD is a module planning methodology that was developed at UCL and has been 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>). The ABC workshop involves the module author using learning activity type cards to brainstorm and map out the activities that will be used across each of the weeks of the module delivery, building a visual module map of the student journey. HEP are practised in running these sessions and are helping the University to develop it as a practice across its programmes.

For these programmes, the student's own application of the learning and theories presented in the modules are crucial for their successful completion of the programme, and the collaborative tasks planned into the weekly structure provide plenty of opportunity for students to do so and compare their own professional context and experience to that of their classmates. This collaboration also provides an excellent opportunity for internationalisation of the teaching content, as it is anticipated that the programme will recruit globally.

Learning and teaching undergoes a change in style at the dissertation stage. Individual specialist supervision is provided to support the student through the individual chapters which make up the submission and work within the confines of the research design and question.

Regular communication (via Zoom/Skype if needed) will be scheduled in the form of programme meetings to share best practice and engage in reflective practice from an individual perspective and contribute views.

## 25 The Wrexham Glyndŵr Graduate

Module title	CORE ATTRIBUTES				KEY ATTITUDES					PRACTICAL SKILLSETS					
	Engaged	Creative	Enterprising	Ethical	Commitment	Curiosity	Resilient	Confidence	Adaptability	Digital fluency	Organisation	Leadership and team working	Critical thinking	Emotional intelligence	Communication
Critical and Reflective Practice in Education	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Inclusive Practice	■	□	□	■	■	■	■	■	■	■	■	□	■	■	■
Mentoring and Coaching in Education	■	□	■	■	■	□	□	□	□	■	■	■	■	■	■
Theory and Philosophy in Education	■	■	□	■	■	■	■	■	■	□	■	□	■	■	■
Learning Technology in Education	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Critical Pedagogy and Anti-Oppressive Practice	■	■	□	■	■	■	■	■	■	□	■	□	■	■	■
Planning, Assessment and Feedback	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Critical Thinking, Reasoning and Argument Skills	■	□	■	■	■	■	■	■	■	■	■	□	■	■	■
Leading and Managing Professionals	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Leadership and Management in Education	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Well-being and Resilience in Early Childhood	■	□	□	■	■	■	■	■	■	□	■	□	■	■	■
Contemporary Issues in Early Childhood	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Research Proposal	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Research Methodologies	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Research Project	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

## 26 Work based/placement learning statement

Students will be required to reflect upon professional experience and the work-based learning aspects of the programme are essential elements that underpin the core philosophy of the application of practice to theory. Students entering the programme will draw upon their own context in order to apply the theories that apply to the development of education policies and practices at the local, national and international level.

All modules will have an aspect of work-based learning. The specialist core and route modules draw closely upon the students' context and enable them to critically analyse and evaluate their own role in the learning of individuals and the wider

society that they engage with. Work-based learning will be an essential element of the programme in order for students to engage in the critical examination of the responsibilities of those in various professional roles for providing suitable approaches for learning and teaching in the wider world of education. They will apply theory in order to reflect upon their own practice in a rapidly changing policy context of education in Wales as well as the wider international contexts of 21<sup>st</sup> century education.

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

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

## **27 Welsh medium provision**

The programmes will be delivered through the medium of English. Students are entitled to submit written assessments in the medium of Welsh.

## **28 Assessment strategy**

The nature of the assessment tasks will be 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 critical to ensure that they are demonstrating progress through the submission of work in the VLE. Also, for professional learners, smaller submissions are more achievable in the working week. Therefore, we will use multiple points of assessment in each module unless the nature of the module topic dictates otherwise. For example, there will be three assessments with an approximate 25/25/50 split and submission points throughout the learning period. A major final piece will often, though not always, be retained as the students have their final eighth week free from study for the completion of this assessment. These submissions may be discrete, however, it will be helpful to make the assessment components progressive or accumulative, where appropriate. Methods that will facilitate this include accumulative report writing or case studies, portfolios of work, or

assessments that build directly on the previous submission and its feedback. However, this has the implication that grading and feedback on minor pieces will need to be turned around relatively quickly.

Feedback provision will be provided early in the modules (at week 3 and week 6) to support ongoing progression and development in preparation for the assessment in week 8. This will be provided in electronic format. The programme uses a formative approach to assessment in order to support students effectively across the duration of a module. Up to date details are provided in the annual Programme Handbook.

Assessment methods will be varied to include formats such as online quizzes, reports and essays, case studies, projects, portfolios of work, reflective statements and reflective portfolios, presentations (both written and recorded) and journals. There will be a mixture of individual and group-work activities.

In addition, the assessment schedule of the programme considers the dual needs of assessment for learning and assessment of learning. The strategy is to provide a sequence and variety of assessment tasks to reflect the modular learning outcomes which contribute towards the achievement of the award. Assessments are written in a manner which incorporates subject specific theory and content together with consideration of professional practice and educational scholarship based on current scenarios, where applicable. Each assessment includes the standard Masters level marking criteria as a foundation for consistency and provides clarity with regard to the subsequent academic judgements.

The Assessment Strategy is based on commentary provided with the UK Quality Code for Higher education, that: Assessment and feedback practices are informed by reflection, consideration of professional practice, and subject specific and educational scholarship to develop assessment activities which are closely connected with real-world situations or tasks. Criteria for assessment marking are included with each assessment document to clearly articulate and promote consistency and a shared understanding of the basis on which academic judgements are made.

All assessments are subject to inclusion in current quality practices which include second marking of a satisfactory sample and external examiner scrutiny.

The following pages contain details of indicative assessment types, which will be a varied mix of assessment types. More specific detail can be found in the module specification, and of modules to be delivered on the carousel model.

<b>Module code &amp; title</b>	<b>Assessment type and weighting</b>	<b>Indicative submission date</b>
ONLED08 Critical and Reflective Practice in Education	Online Blog – 20% Portfolio - 30% Reflective Practice - 50%	<i>Week 3, 6 and 8</i>

ONLED11 Inclusive Practice	Multiple Choice Questions – 20% Literature Review – 30% Reflective Practice – 50%	<i>Week 3, 6 and 8</i>
ONLED13 Mentoring and Coaching in Education	Case Study - 30% Observation - 30% Reflective Practice - 40%	<i>Week 3, 6 and 8</i>
ONLED14 Theory and Philosophy in Education	Reflective Practice - 10% Poster Presentation - 30% Essay - 60%	<i>Week 3, 6 and 8</i>
ONLED12 Learning Technology in Education	Coursework – 25% Coursework – 25% Case Study – 50%	<i>Week 3, 6 and 8</i>
ONLED09 Critical Pedagogy and Anti-oppressive practice	Journal Log – 25% Journal Log – 25% Journal Log – 50%	<i>Week 3, 6 and 8</i>
ONLED03 Planning, Assessment and Feedback	Reflective Practice – 20% Reflective Practice – 30% Essay – 50%	<i>Week 3, 6 and 8</i>
ONLED10 Critical Thinking, Reasoning and Argument Skills	Essay – 20% Case Study – 30% Report – 50%	<i>Week 3, 6 and 8</i>
ONLED02 Leading and Managing Professionals	Multiple Choice Questions – 20% Reflective Practice- 30% Report – 50%	<i>Week 3, 6 and 8</i>
ONLED01 Leadership and Management in Education	Portfolio – 10% Literature Review – 40% Portfolio – 50%	<i>Week 3, 6 and 8</i>
ONLED15 Well-being and Resilience in Early Childhood	Poster Presentation – 20% Presentation – 30% Portfolio – 50%	<i>Week 3, 6 and 8</i>
ONLED07 Contemporary Issues in Early Childhood	Negotiated Learning – 20% Literature Review – 30% Report – 50%	<i>Week 3, 6 and 8</i>
ONLED06 Research Proposal	Literature Review – 25% Presentation – 25% Research Proposal – 50%	<i>Week 3, 6 and 8</i>
ONLED04 Research Methodology	Reflective Practice – 20% Multiple Choice Questions – 20% Report - 60%	<i>Week 3, 6 and 8</i>
ONLED05 Research Project	Research Project – 100%	<i>Week 8</i>

## 29 Assessment and award regulations

### Derogations

Not applicable

**Non-credit bearing assessment**

Not applicable

**Borderline classifications (for undergraduate programmes only)**

Not applicable

**Ordinary Degree (for undergraduate programmes only)**

N/A

**Restrictions for trailing modules (for taught masters programmes only)**

Students must have studied (not necessarily passed) the eight required modules before starting the three research and Dissertation modules.

**Prerequisites for proceeding to the research component (for MRes programmes only)**

N/A

**30 Quality Management**

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

- Student Evaluation of Module forms
- Student Voice Forum
- TellGlyn
- Individual student feedback
- Student representatives
- Annual Monitoring reports
- Periodic review and re-validation process
- External Examiner reports
- PSRB requirements and accreditation activities
- National Student Survey (NSS)

## 31 Learning support

### Institutional level support for students

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

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

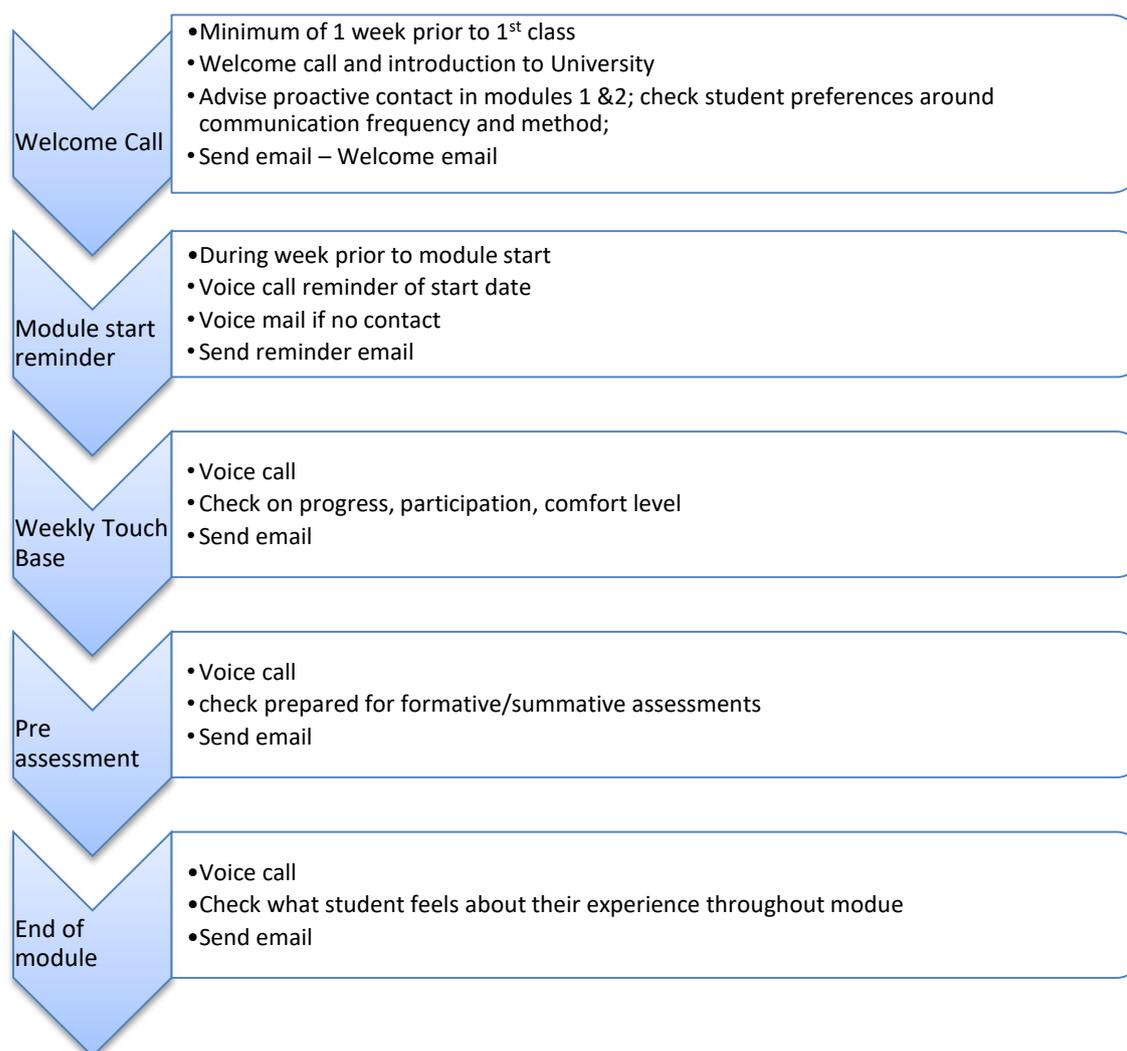
### Support for students and their learning

All students are allocated a Student Success Coordinator (SSC) who will stay with the student for the duration of their study. The SSC will contact each student to support them with orientation and throughout the life of the programme. SSCs will advise students on all pastoral matters relating to their studies, ranging from straightforward queries, some of which are directed to departments, through to longer-term support, facilitated through one of Wrexham Glyndŵr's specialist support services.

The student will be handed over from the Enrolment Services team at the point at which they pay for the first module and thereby commit to study. The Student Success Coordinator (Retention Specialist) will email the student within 48 hours and ask them to confirm their availability to receive a welcome call. This initial welcome call is a 'virtual walk to class' designed to assuage any concerns the student has at the start of their journey and assure them that support will always be close at hand. During this call the SSC will explain their role and the roles of other team members with whom the student may have contact. They would revisit any concerns the student might have, agree the frequency and mode of communication (telephone, Zoom, WhatsApp, Google Hangout etc), and explain the next steps in the student journey. All support from Glyndŵr University will be provided online, via Skype and email, and all contact will keep to UK business hours. During the initial welcome call the SSC will:

- advise the student who to contact and what for (with initial point of contact almost always being the SSC)
- review their programme plan with the student
- explain the importance of undertaking the Orientation module and any other ancillary modules
- direct the student to the Student Handbook and Programme Handbook
- ensure the student can access the VLE
- explain how to access other University support and resources
- check the student is clear about how and when to register for their next module
- ensure the student understands how the option to take a study break operates and agree next steps

The SSC will operate a weekly outreach to students prior to, and during, the first two modules and will then provide regular contact points from the third module onwards. The team will monitor attendance of all students daily and weekly to ensure all students feel supported. The SSC will identify 'at risk' students where there is any lack of engagement and proactively contact them to discuss and address. A high-level outline of our student contact strategy is detailed below. Key to this is providing prompts about the completion of any outstanding activities, such as tutorials or modules, and reminding students to register for their next module.



As referred to previously, the Programme Handbook provides extensive detail regarding sources of support and is available on the virtual learning environment to all students registered on the programme and includes signposts to regulations and policies.

An online induction for the students will be provided in the Canvas VLE. This will be made available to students when they have paid for their first module, and no later than two weeks prior to starting their first module. The orientation is intended to have several sections including:

- Welcome to the University (from the VC)
- Overview of the programme
- Rules and regulations
- Support services
- Academic skills
- How to use the Canvas VLE

Students will be encouraged to participate in the induction, and required to fill in an online completion statement, which will be checked by the SSC.

### **32 Equality and Diversity**

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy

<https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/>

ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.