

Course Specification

Published Date:	25-Jul-2023
Produced By:	Multi Type Usr Record For All Personnel
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Education		
Course Code(s):	ED050P01UV ED050P31UV	Full-time Part-time	12 Months 2 Years
Course Title:	MA Education		
Hierarchy of Awards:	Master of Arts Education Postgraduate Diploma Education Postgraduate Certificate Professional Learning in Education University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	10/May/2017		
Last Review:	2021/2		
Course Specification valid from:	2011/2		
Course Specification valid to:	2027/8		

Academic Staff

Course Leader:	Jennifer Wells
Head of Department:	Mrs Jenny Worsley

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

A degree and/or a teaching qualification are normally required for admission.

If you do not hold a degree, then your professional experience may count towards entry, and you will be invited to an interview to discuss this. If for example, you hold a teaching post for 2 years or more or have experience of consultancy or equivalent Level 6 training, you may find your practitioner expertise appropriate to the demands of the programme.

Equally demonstration of prior learning or prior certification may also be used towards your MA Education Award, and you will be offered support to seek the recognition of your prior learning (RPL) where this is appropriate.

For students whose first language is not English, please see the University's international web page for details of English language requirements.

The programme is offered for September or January entrants. Applicants are reminded that full-time is 12 months taught delivery and part-time is 24 months taught delivery.

The MA modules are delivered on campus (Walsall) using a blended approach of classroom delivery and out of class activities and tasks (involving some on-line sessions).

Distinctive Features of the Course:

The MA in Education is designed for 'Highly skilled Education Professionals' such as teachers, lecturers, educational managers and leaders in a variety of educational contexts i.e., schools, colleges, universities, military and nursing.

For those seeking new roles, promotion or are in the early stages of their career, the MA Education offers relevant employability through an extensive knowledge base and strong transferable skills. Through the development of critical enquiry, reflection, and research informed practice the MA Education provides high-quality learning experiences that can lead to a greater understanding expertise and knowledge within an educational context and add professional credibility to any resume. This course also offers the first step for those interested in extending their research focus and leads directly to a pathway for doctoral or PhD studies.

The course provides high-quality learning experiences in a supportive and inclusive environment, allowing you to customise your learning experience through flexible and varied pathways, assessment approaches and module options. Our MA Education programme includes the opportunity to develop your skills, knowledge and understanding, applying what you learn to your current or future role, responsibilities, or career aspirations.

In response to career development within teaching we have also aligned our MA modules to meet the needs of new careers teachers, established teachers, mentors, senior leaders and heads offering a seamless transition and career enhancement.

A key aspect of this course is flexibility to suit your needs, and there is an emphasis on professional development through collaborative learning. The course consists of 180 credits. 80 credits form the

compulsory components related to research methods and small-scale research project, while the final 100 credits can be chosen from a range of optional modules or specialist pathways.

Educational Aims of the Course:

Overview

The MA Education aims to develop the knowledge, understanding, skills and professional values of participants engaged with education and/or training settings.

Academic skills

It seeks to further enhance participants' capacity to apply scholarship, theory and research to relevant UK and international contexts and use critical reflection and analysis as a means for enhancing professional practice.

Professional development

The MA aims to support the development of initiative and decision-making in complex and unpredictable situations. Participants are expected to develop these skills by understanding the key debates at the forefront of their field and employ underpinning theory to evaluate and improve their own judgement, professional practice, and development.

Personal development/working with others/communication

The MA also aims to promote innovative thinking, creativity, and flexibility in approaches to working independently and with others. Independent learning is also encouraged to sustain continued professional development in the future.

Intakes:

September
January

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2021/2	H	31	£3275.00
2022/3	H	Full Time	£7995.00
2022/3	Overseas	Full Time	£14450.00
2022/3	H	31	£3998.00
2023/4	H	Full Time	£8395
2023/4	Overseas	Full Time	£15450.00
2023/4	H	31	£4198.00

PSRB:

None

Course Structure:

January (Full-time)

Full time Masters students will study 180 credits for their award.

You should consult your Course Leader before selecting your modules as not all options will run every year.

Module	Title	Credits	Period	Type
7ED007	Educational Research and Development	20	SEM2	Core

Group 92 | Min Value: 40 | Max Value: 40

7ED002	Critical Approaches to Diversity, Equality and Social Justice in Education	20	SEM2	
7ED019	Assessment and Learning	20	SEM2	
7ED040	Representations in Childhood and Youth	20	SEM2	
7ED061	Systems Thinking and Leadership in Education	20	SEM2	
7ED065	Leadership, mentoring and coaching skills	20	SEM2	
7ED063	The Statutory Assessment of Special Educational Needs - A comparative exploration	20	SEM2	
7ED001	Critical reflection and reflexivity in professional learning	20	SEM2	
7ED017	Learners in the Digital Age	20	SEM2	
7ED034	Leading Change in Pedagogy	20	SEM2	
7ED041	Multi-Agency Working in Context	20	SEM2	
7ED042	Theories in Early Childhood Education and Development	20	SEM2	
7ED055	The Virtual Teacher	20	SEM2	
7ED062	Critical Outlooks on Pedagogy and Inclusion	20	SEM2	
7ED006	Mentoring: A Collaborative and Reflective Relationship	20	SEM2	

Group 01 | Min Value: 0 | Max Value: 20

Core module for INTERNATIONAL STUDENTS ONLY.

7ED059	Education in a global context	20	SEM2	
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January (Part-time)

Part-time students normally study 80 credits in Year 1 and 100 credits (including the Dissertation) in Year 2.

You should consult your Course Leader before selecting your modules as not all options will run every year.

Module	Title	Credits	Period	Type
Group 91 Min Value: 40 Max Value: 40				
7ED002	Critical Approaches to Diversity, Equality and Social Justice in Education	20	SEM2	
7ED019	Assessment and Learning	20	SEM2	
7ED040	Representations in Childhood and Youth	20	SEM2	
7ED061	Systems Thinking and Leadership in Education	20	SEM2	
7ED065	Leadership, mentoring and coaching skills	20	SEM2	
7ED063	The Statutory Assessment of Special Educational Needs - A comparative exploration	20	SEM2	
7ED001	Critical reflection and reflexivity in professional learning	20	SEM2	
7ED017	Learners in the Digital Age	20	SEM2	
7ED034	Leading Change in Pedagogy	20	SEM2	
7ED041	Multi-Agency Working in Context	20	SEM2	
7ED042	Theories in Early Childhood Education and Development	20	SEM2	
7ED055	The Virtual Teacher	20	SEM2	
7ED062	Critical Outlooks on Pedagogy and Inclusion	20	SEM2	
7ED006	Mentoring: A Collaborative and Reflective Relationship	20	SEM2	

Group 01 | Min Value: 0 | Max Value: 20

7ED007 is a CORE module, available in semester 1 or semester 2.

7ED007	Educational Research and Development	20	SEM2	
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January (Full-time)

Full time Masters students will study 180 credits for their award.

You should consult your Course Leader before selecting your modules as not all options will run every year.

Module	Title	Credits	Period	Type
7ED026	Professional Enquiry	60	CRYRA	Core

Group 91 | Min Value: 60 | Max Value: 60

7ED002	Critical Approaches to Diversity, Equality and Social Justice in Education	20	SEM1	
7ED034	Leading Change in Pedagogy	20	SEM1	
7ED062	Critical Outlooks on Pedagogy and Inclusion	20	SEM1	
7ED001	Critical reflection and reflexivity in professional learning	20	SEM1	
7ED006	Mentoring: A Collaborative and Reflective Relationship	20	SEM1	
7ED017	Learners in the Digital Age	20	SEM1	
7ED019	Assessment and Learning	20	SEM1	
7ED040	Representations in Childhood and Youth	20	SEM1	
7ED041	Multi-Agency Working in Context	20	SEM1	
7ED042	Theories in Early Childhood Education and Development	20	SEM1	
7ED055	The Virtual Teacher	20	SEM1	
7ED061	Systems Thinking and Leadership in Education	20	SEM1	
7ED063	The Statutory Assessment of Special Educational Needs - A comparative exploration	20	SEM1	
7ED065	Leadership, mentoring and coaching skills	20	SEM1	

January (Part-time)

Part-time students normally study 80 credits in Year 1 and 100 credits (including the Dissertation) in Year 2.

You should consult your Course Leader before selecting your modules as not all options will run every year.

Module	Title	Credits	Period	Type
Group 91 Min Value: 20 Max Value: 20				
7ED002	Critical Approaches to Diversity, Equality and Social Justice in Education	20	SEM1	
7ED034	Leading Change in Pedagogy	20	SEM1	
7ED062	Critical Outlooks on Pedagogy and Inclusion	20	SEM1	
7ED001	Critical reflection and reflexivity in professional learning	20	SEM1	
7ED006	Mentoring: A Collaborative and Reflective Relationship	20	SEM1	
7ED017	Learners in the Digital Age	20	SEM1	
7ED019	Assessment and Learning	20	SEM1	
7ED040	Representations in Childhood and Youth	20	SEM1	
7ED041	Multi-Agency Working in Context	20	SEM1	
7ED042	Theories in Early Childhood Education and Development	20	SEM1	
7ED055	The Virtual Teacher	20	SEM1	
7ED061	Systems Thinking and Leadership in Education	20	SEM1	
7ED063	The Statutory Assessment of Special Educational Needs - A comparative exploration	20	SEM1	
7ED065	Leadership, mentoring and coaching skills	20	SEM1	

Group 01 | Min Value: 0 | Max Value: 20

7ED007 is a CORE module, available in semester 1 or semester 2.

7ED007	Educational Research and Development	20	SEM1	
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January (Part-time)

Part-time students normally study 80 credits in Year 1 and 100 credits (including the Dissertation) in Year 2.

You should consult your Course Leader before selecting your modules as not all options will run every year.

Module	Title	Credits	Period	Type
Group 91 Min Value: 40 Max Value: 40				
7ED002	Critical Approaches to Diversity, Equality and Social Justice in Education	20	SEM2	
7ED019	Assessment and Learning	20	SEM2	
7ED040	Representations in Childhood and Youth	20	SEM2	
7ED061	Systems Thinking and Leadership in Education	20	SEM2	
7ED065	Leadership, mentoring and coaching skills	20	SEM2	
7ED063	The Statutory Assessment of Special Educational Needs - A comparative exploration	20	SEM2	
7ED001	Critical reflection and reflexivity in professional learning	20	SEM2	
7ED017	Learners in the Digital Age	20	SEM2	
7ED034	Leading Change in Pedagogy	20	SEM2	
7ED041	Multi-Agency Working in Context	20	SEM2	
7ED042	Theories in Early Childhood Education and Development	20	SEM2	
7ED055	The Virtual Teacher	20	SEM2	
7ED062	Critical Outlooks on Pedagogy and Inclusion	20	SEM2	
7ED006	Mentoring: A Collaborative and Reflective Relationship	20	SEM2	
7ED026	Professional Enquiry	60	CRYRA	Core

September (Full-time)

Full time Masters students will study 180 credits for their award.

You should consult your Course Leader before selecting your modules as not all options will run every year.

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
7ED026	Professional Enquiry	60	CRYRA	Core

Group 91 | Min Value: 40 | Max Value: 40

Walsall campus Semester 1 modules.

You should consult your Course Leader before selecting your modules to check which are core for your chosen pathway.

7ED002	Critical Approaches to Diversity, Equality and Social Justice in Education	20	SEM1	
7ED034	Leading Change in Pedagogy	20	SEM1	
7ED062	Critical Outlooks on Pedagogy and Inclusion	20	SEM1	

7ED001	Critical reflection and reflexivity in professional learning	20	SEM1	
7ED006	Mentoring: A Collaborative and Reflective Relationship	20	SEM1	
7ED017	Learners in the Digital Age	20	SEM1	
7ED019	Assessment and Learning	20	SEM1	
7ED040	Representations in Childhood and Youth	20	SEM1	
7ED041	Multi-Agency Working in Context	20	SEM1	
7ED042	Theories in Early Childhood Education and Development	20	SEM1	
7ED055	The Virtual Teacher	20	SEM1	
7ED061	Systems Thinking and Leadership in Education	20	SEM1	
7ED063	The Statutory Assessment of Special Educational Needs - A comparative exploration	20	SEM1	
7ED065	Leadership, mentoring and coaching skills	20	SEM1	
7ED007	Educational Research and Development	20	SEM1	Core

Group 01 | Min Value: 60 | Max Value: 60

Walsall campus semester 2 modules.

You should consult your Course Leader before selecting your modules to check which are core for your chosen pathway.

7ED002	Critical Approaches to Diversity, Equality and Social Justice in Education	20	SEM2	
7ED019	Assessment and Learning	20	SEM2	
7ED040	Representations in Childhood and Youth	20	SEM2	
7ED061	Systems Thinking and Leadership in Education	20	SEM2	
7ED065	Leadership, mentoring and coaching skills	20	SEM2	
7ED063	The Statutory Assessment of Special Educational Needs - A comparative exploration	20	SEM2	
7ED001	Critical reflection and reflexivity in professional learning	20	SEM2	
7ED017	Learners in the Digital Age	20	SEM2	
7ED034	Leading Change in Pedagogy	20	SEM2	
7ED041	Multi-Agency Working in Context	20	SEM2	
7ED042	Theories in Early Childhood Education and Development	20	SEM2	
7ED055	The Virtual Teacher	20	SEM2	
7ED062	Critical Outlooks on Pedagogy and Inclusion	20	SEM2	
7ED006	Mentoring: A Collaborative and Reflective Relationship	20	SEM2	

Group 01 | Min Value: 0 | Max Value: 20

Core for INTERNATIONAL STUDENTS ONLY.

7ED059	Education in a global context	20	SEM1
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September (Part-time)

Part-time students normally study 80 credits in Year 1 and 100 credits (including the Dissertation) in Year 2.

You should consult your Course Leader before selecting your modules as not all options will run every year.

Module	Title	Credits	Period	Type
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Group 92 | Min Value: 20 | Max Value: 20

7ED002	Critical Approaches to Diversity, Equality and Social Justice in Education	20	SEM2
7ED019	Assessment and Learning	20	SEM2
7ED040	Representations in Childhood and Youth	20	SEM2
7ED061	Systems Thinking and Leadership in Education	20	SEM2
7ED065	Leadership, mentoring and coaching skills	20	SEM2
7ED063	The Statutory Assessment of Special Educational Needs - A comparative exploration	20	SEM2
7ED001	Critical reflection and reflexivity in professional learning	20	SEM2
7ED017	Learners in the Digital Age	20	SEM2
7ED034	Leading Change in Pedagogy	20	SEM2
7ED041	Multi-Agency Working in Context	20	SEM2
7ED042	Theories in Early Childhood Education and Development	20	SEM2
7ED055	The Virtual Teacher	20	SEM2
7ED062	Critical Outlooks on Pedagogy and Inclusion	20	SEM2
7ED006	Mentoring: A Collaborative and Reflective Relationship	20	SEM2

Group 01 | Min Value: 0 | Max Value: 20

7ED007 is a CORE module, available in semester 1 or semester 2.

7ED007	Educational Research and Development	20	SEM2
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Group 01 | Min Value: 40 | Max Value: 40

Walsall campus semester 1 module options

7ED002	Critical Approaches to Diversity, Equality and Social Justice in Education	20	SEM1
7ED034	Leading Change in Pedagogy	20	SEM1
7ED062	Critical Outlooks on Pedagogy and Inclusion	20	SEM1
7ED001	Critical reflection and reflexivity in professional learning	20	SEM1
7ED006	Mentoring: A Collaborative and Reflective Relationship	20	SEM1
7ED017	Learners in the Digital Age	20	SEM1
7ED019	Assessment and Learning	20	SEM1
7ED040	Representations in Childhood and Youth	20	SEM1
7ED041	Multi-Agency Working in Context	20	SEM1
7ED042	Theories in Early Childhood Education and Development	20	SEM1
7ED055	The Virtual Teacher	20	SEM1
7ED061	Systems Thinking and Leadership in Education	20	SEM1
7ED063	The Statutory Assessment of Special Educational Needs - A comparative exploration	20	SEM1
7ED065	Leadership, mentoring and coaching skills	20	SEM1

Group 01 | Min Value: 0 | Max Value: 20

7ED007 is a CORE module, available in semester 1 or semester 2.

7ED007	Educational Research and Development	20	SEM1
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September (Part-time)

Part-time students normally study 80 credits in Year 1 and 100 credits (including the Dissertation) in Year 2.

You should consult your Course Leader before selecting your modules as not all options will run every year.

Module	Title	Credits	Period	Type
7ED026	Professional Enquiry	60	CRYRA	Core

Group 91 | Min Value: 40 | Max Value: 40

7ED002	Critical Approaches to Diversity, Equality and Social Justice in Education	20	SEM1
7ED034	Leading Change in Pedagogy	20	SEM1
7ED062	Critical Outlooks on Pedagogy and Inclusion	20	SEM1
7ED001	Critical reflection and reflexivity in professional learning	20	SEM1
7ED006	Mentoring: A Collaborative and Reflective Relationship	20	SEM1
7ED017	Learners in the Digital Age	20	SEM1
7ED019	Assessment and Learning	20	SEM1
7ED040	Representations in Childhood and Youth	20	SEM1
7ED041	Multi-Agency Working in Context	20	SEM1
7ED042	Theories in Early Childhood Education and Development	20	SEM1
7ED055	The Virtual Teacher	20	SEM1
7ED061	Systems Thinking and Leadership in Education	20	SEM1
7ED063	The Statutory Assessment of Special Educational Needs - A comparative exploration	20	SEM1
7ED065	Leadership, mentoring and coaching skills	20	SEM1

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

None.

Reference Points:

[UK Quality Code for Higher Education](#)

[Qualifications and Credit Frameworks](#)

[Subject Benchmark Statements](#)

[University Policies and Regulations](#)

[The United Kingdom Professional Standards Framework \(UK PSF\)](#)

Equality Act (2010)

Overview of Assessment:

Learning Outcomes	Modules
<p>PGCERT01 Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of Education study or area of professional practice with a conceptual understanding that enables the student: • to evaluate critically current research and advanced scholarship in an educational discipline. • to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.</p>	
<p>PGCERT02 Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level related to education policy and practice.</p>	
<p>PGCERT03 Demonstrate originality in the application of educational knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in an educational discipline.</p>	
<p>PGCERT04 Ability to deal with complex issues both systematically and creatively, make sound judgements based on current knowledge in education and in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.</p>	
<p>PGCERT05 Demonstrate self-direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks at a professional or equivalent level.</p>	
<p>PGCERT06 Demonstrate the qualities and transferable skills necessary for employment requiring: • the exercise of initiative and personal responsibility • decision-making in complex and unpredictable situations • the independent learning ability required for continuing professional development.</p>	
<p>PGDIP01 Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: • to evaluate critically current research and advanced scholarship in the discipline. • to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.</p>	
<p>PGDIP02 Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level in a related to education policy and practice.</p>	
<p>PGDIP03 Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in an educational discipline.</p>	

PGDIP04 Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences and related to an educational context.

PGDIP05 Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences and related to an educational context.

PGDIP06 Demonstrate the qualities and transferable skills necessary for employment requiring: • the exercise of initiative and personal responsibility. • decision-making in complex and unpredictable situations. • the independent learning ability required for continuing professional development within an educational context.

MA01 Identify the significance of relevant professional, institutional, sector and societal factors shaping education, policy and practice.

MA02 Have a systematic understanding and critical awareness of issues of diversity and social justice related to education policy and practice.

MA03 Demonstrate in-depth knowledge of major educational theories, concepts and rivalries based upon seminal, recent, and contemporary educational research including within a global context.

MA04 Evaluate critically current research and advanced scholarship through the use of critical reflection to explore the relationship between theory and practice in complex situations.

MA05 Have a recognition of your own value positions related to education and associated claims to knowledge in education.

MA06 Demonstrate the ability to analyse, judge and critique complex or contradictory areas of knowledge and practice and think creatively and flexibly to synthesise and transform these ideas.

Teaching, Learning and Assessment:

Our taught MA pathways are delivered in a variety of ways, this can include daytime, evening and for students on some of our specialist pathways online and distance.

We aim for most of our modules to be delivered through face-to-face and online interactions, and taught delivery is on our Walsall campus. A key aspect of this course is flexibility to suit your needs, and there is an emphasis on professional development through collaborative learning.

Our Open MA route consists of 180 credits. 80 credits from the compulsory components related to research methods and small-scale research project, while the final 100 credits can be chosen from a range of optional modules.

Our International MA route has been developed to ensure the best outcomes for students unfamiliar with the UK Academic context and covers a range of core modules. There are 4 core modules and a choice of 2 optional modules. This MA route is supported by the International Academy.

Our Specialist Routes consist of core modules specific to developing specialist knowledge in a wider field of education. These are more practice-based routes in a variety of different disciplines.

Inclusive assessments

We pride ourselves on a range of inclusive assessment opportunities available across our modules and pathways. Assessments include:

- Individual essays
- Case studies
- Seminar presentations
- Reports
- Patchwork portfolios
- Investigative research
- Group work.

As an individual you are expected to engage with materials online, (video, ejournals, ebooks, discussion and peer learning sets) and supplement this with your own academic reading. It is expected that prior to the face-to-face days you will have looked at the relevant materials.

As part of the module delivery and assessment, formative opportunities are embedded within our teaching. Examples of formatives are, draft 500-word outlines and feedforward, draft recorded presentation, patch portfolio with rolling feedforward commentary, peer reviews and reflections.

We use CANVAS platform for resources and all, summative assessment will be uploaded electronically to CANVAS and feedback will be returned and available through this platform within 4 calendar weeks. Feedback in most cases will be written and offer recommendations for academic development.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General University Support:

The [University Library](#) is the key source of academic information for students. The Library provides access to wide range of online information sources, including eBooks, e-Journals and subject databases. The Libraries also provide physical library resources (books, journals, DVDs, etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas.

Students can access a range of on-line skills material at: www.wlv.ac.uk/lib/skills. The Libraries also provide students with academic skills support via on-line appointments and workshops through the [Skills for Learning programme](#). Students can ask for one-to-one help on a range of skills such as academic writing and referencing.

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

Course Specific Support:

Tutors have specialist and academic knowledge and experience. Module tutors will be available for tutorials by appointment. Academic study skills are developed throughout the face-to-face sessions and during participation in the on-line tasks. Tutors take a developmental coaching and mentoring approach that means that we will enable you to gain your own insights into your own practice and help your own personal development planning.

The University also has a host of other services to support you, please take a look at the Student Support web pages; www.wlv.ac.uk/current-students/student-support/

If you have any questions, need help or advice then ASK@WLV is also there for you: www.wlv.ac.uk/current-students/askwlv/

Course Specific Support:

Modules will consist of face-to-face sessions and appropriate digitally mediated learning (DML). Some modules do recommend that students are working in a context to enable full engagement in the required outcomes.

Study skills (such as using Harvard referencing and writing for academic purposes) are embedded in the research and development module and visited in all modules as a prerequisite for success at Level 7.

Students will receive verbal feedback informally within modules and formally through written feedback to formative and summative assignments. This feedback will be constructive and indicate to students how best to progress in their learning.

All students will have a personal tutor to support their progress through the programme. Issues may be passed on to the award leader too.

Employability in the Curriculum:

The MA in Education is designed for 'Highly skilled Education Professionals' seeking new roles, promotion or are in the early stages of their career. The MA Education offers the development of skills and specialisms that will support employability. Our curriculum has been developed in collaboration with stakeholders including employees, to support an extensive knowledge base and strong transferable skills. Many of our graduates seek and find employment in a range of teaching and wider educational contexts, such as Teaching, HE Lecturer, Human Resources, Early Years, Local Authority, Consultancy, Educational Charity, Military Education and Leadership, PhD, and research.

We have developed a number of strands for students wishing to specialise within the MA Education.

Strands include;

- Leadership
- Teaching and Learning
- Special Educational Needs
- Early Childhood Education and Care.

We welcome international students and currently support applicants from a range of international locations, such as Nigeria, Sri Lanka, India, and China. We offer an extended induction programme, opportunity to engage with UK educational processes, and support you with the opportunity to think and write critically. As a university of opportunity, we reflect the diversity and cultural backgrounds of all of our students, and the MA Education benefits from having a design that includes flexible assessment and a globally diverse curriculum.

