Faculty of Education Health and Wellbeing

Institute of Education

MA Education

ON CAMPUS COURSE GUIDE 2015/6
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About this Guide
This Course Guide has been designed to help you plan your course. You are encouraged to read this Guide through now. It will be a considerable advantage to you to be familiar from the outset with the various aspects of your studies that are described. It may be that the relevance of some of the sections will not be immediately obvious. Keep it somewhere accessible, so that you can refer to it as needed.

Obviously even in a document like this we have not covered every query and problem that you might have about the course. The Course Guide should be read in conjunction with the Undergraduate Student Guide / Postgraduate Student Guide; the Student Charter; the University's Policies and Regulations and the University Assessment Handbook documents should provide you with all the basic information that we think you will need for your period of study here.

If you find that there is something you need to know, please contact your Academic Faculty Office or local Student Centre on the details included below.

| Please enter the contact details for your Personal Tutor for your future reference: | --------------------------------- |
| The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision |
| Your local Academic Faculty Office is: | Sister Dora (WP) Building |
| | Walsall Campus |
| | Telephone 01902 518934 |
| Your Student Centre (Here to Help) is: | WA112 |
| | A.Mehta2@wlv.ac.uk |
| | Phone: 01902 323208 |

Please note that in order to develop and improve the Course, it may be necessary on occasions to amend or revise the details given in this Course Guide. We are pleased to hear your views and welcome suggestions for ways of improving the operation of the Course.
Welcome

On behalf of the Course Management Team I should like to extend to you a very warm welcome and wish you every success in your studies at the University of Wolverhampton.

The University experience and academic success is all about the effort you put into learning and making the most of the wide range of opportunities available to you. We welcome students who are eager to think for themselves, to take control of their own learning and who are ready to get involved in developing the skills required in a highly competitive job market.

You will need to demonstrate good time management skills, independent learning, flexibility and discipline in order to achieve a study-work-life balance. We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We are, therefore, keen to hear your views and would welcome any suggestions that you may have about ways of improving any aspect of your course and/or the student experience here at the University.

Jo Winwood
Course Leader, MA
J.Winwood@wlv.ac.uk

Course Management and Staff Involved with the Course

<table>
<thead>
<tr>
<th>Name</th>
<th>Tele (01902 32)</th>
<th>Email @wlv.ac.uk</th>
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<tbody>
<tr>
<td>Ada Adeghe</td>
<td>3292</td>
<td>A.Adeghe</td>
</tr>
<tr>
<td>Julie Wilde</td>
<td>3210</td>
<td>J.Wilde3</td>
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<tr>
<td>Jas Dhillon</td>
<td>3014</td>
<td>J.K.Dhillon</td>
</tr>
<tr>
<td>Brendan Bartram</td>
<td>3297</td>
<td>B.Bartram</td>
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<tr>
<td>Andy Cramp</td>
<td>3233</td>
<td>andycramp</td>
</tr>
<tr>
<td>Linda Devlin</td>
<td>3238</td>
<td>L.Devlin</td>
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<tr>
<td>Karl Royle</td>
<td>2837</td>
<td>K.Royle</td>
</tr>
<tr>
<td>Bill Myers</td>
<td>2873</td>
<td>B.Myers</td>
</tr>
<tr>
<td>Karl Brennan</td>
<td>3024</td>
<td>karlbrennan</td>
</tr>
<tr>
<td>Julie Hughes</td>
<td>3106</td>
<td>J.Hughes2</td>
</tr>
<tr>
<td>Andrew</td>
<td>2849</td>
<td>andrewhutchinson</td>
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<tr>
<td>Hutchinson</td>
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<tr>
<td>Catherine Lamond</td>
<td>2891</td>
<td>C.Lamond</td>
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<tr>
<td>Matthew O’Leary</td>
<td>3339</td>
<td>moleary</td>
</tr>
<tr>
<td>Rob Smith</td>
<td>3102</td>
<td>rob.smith</td>
</tr>
<tr>
<td>David Thompson</td>
<td>2078</td>
<td>D.W.Thompson</td>
</tr>
<tr>
<td>Jo Winwood</td>
<td>3003</td>
<td>J.Winwood</td>
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<tr>
<td>Chris Wakeman</td>
<td>3373</td>
<td>C.Wakeman</td>
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<td>Tunde Rozsahegyi</td>
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<tr>
<td>Paul Wiseman</td>
<td>3375</td>
<td>P.Wiseman</td>
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<tr>
<td>Gavin Rhoades</td>
<td>8414</td>
<td>G.M.Rhoades</td>
</tr>
<tr>
<td>Anne Hollinshead</td>
<td>3123</td>
<td>A.Hollinshead</td>
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<tr>
<td>Paul Campbell</td>
<td>3108</td>
<td>P.Campbell2</td>
</tr>
<tr>
<td>Stephanie</td>
<td>3026</td>
<td>S.Brewster</td>
</tr>
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<td>Brewster</td>
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</table>

Stephanie Brewster is the Faculty Enabling tutor. Stephanie is the first point of contact for any students who might have additional or special needs.
# Student Support in FEHW

<table>
<thead>
<tr>
<th><strong>STUDENT ADVISORS</strong></th>
<th><strong>HERE2HELP STUDENT CENTRE</strong></th>
<th><strong>PERSONAL TUTOR</strong></th>
<th><strong>SKILLS FOR LEARNING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
<td>Dedicated staff employed within the Faculty to support your University experience</td>
<td>Each campus has a Student Centre, commonly known as ‘Here2Help’</td>
<td>An academic member of staff will act as your personal tutor for the duration of your Degree.</td>
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<tr>
<td>WHAT?</td>
<td>Pre-entry support General support about study and student life Guidance – referral to University services Knowledge of the Faculty and its Courses</td>
<td>Enrolment &amp; module registration Submitting work &amp; examinations Academic regulations – one week extensions &amp; extenuating circumstances Leave of absence Student finance issues Student enabling centre Careers &amp; counselling appointments</td>
<td>Support for your academic development and progression Personal (pastoral) guidance A consistent point of contact throughout your studies. Three meetings per year.</td>
</tr>
<tr>
<td>HOW?</td>
<td>Contact: <a href="mailto:FEHWSupport@wlv.ac.uk">FEHWSupport@wlv.ac.uk</a> Regular drop in sessions &amp; appointments City – MH building Walsall – WP building Burton Campus</td>
<td>City - MX building 01902 321150 Walsall - WA building 01902 323135 Log a call – e:vision helpdesk (Help&gt;contacts)</td>
<td>Check who your tutor is on e:vision Meet with your personal tutor at regular intervals Visit SAMS to book an appointment <a href="http://FEHWSams.wlv.ac.uk/">http://FEHWSams.wlv.ac.uk/</a></td>
</tr>
</tbody>
</table>

*** Visit the Student Support homepage for more information ***

*** Also visit the Students Union Advice and Support Centre for impartial guidance ***
**Student Voice**
The Student Voice is a partnership between the University and the Students’ Union, put in place to make sure students’ opinions/feedback are heard at every level of university governance, from course level to the University’s governing body.

The main positions within the Student Voice are Course Reps, who are volunteer students on every course. They have meetings with lecturers on a regular basis, highlighting both positive and negative feedback to Heads of Department or lecturers within their course. Faculty Reps are elected during the Spring Elections and have meetings with Senior Management within their Faculty. They are an essential link between Course Reps, the Students’ Union and management within each Faculty. To find your Faculty Rep: Faculty Representatives

If you ever wanted to get involved with the student voice, or need more information please contact the Engagement Team in the Students’ Union – Student Voice

For independent advice and guidance on all matters related to being a student eg. academic, finance, and housing issues, contact the Students’ Union’s Advice and Support Centre by telephone or e-mail Advice and Support.

**Responding to Student Feedback “You said/We did”**
As a result of student feedback we:
- Moved from four Post Graduate block to two semesters, reflecting the structure of many other course at the university.
- Changed feedback sheets so that comments related to learning outcomes and generic MA skills.
- Provided electronic feedback to ensure clarity.
- Increased the number of electronic resources available in the learning centre.

**Student Charter**
The University's Student Charter has been developed primarily by the Students’ Union and informed by student views. The Charter is not a contract, nor is it intended to be legally binding; it is a set of shared expectations which establishes the values and standards we are seeking to promote across all of our learning community. The Charter seeks to apply to all students on all courses and reflect our normal expectations of your experience at University. On occasions different types of study and interactions will mean necessary variations from time to time. However, what is important to us is that, whatever you are studying, your experience is a great one.

**Engagement**
The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. The University is committed to helping you fulfil your potential. Your engagement with the study materials, and participation in the sessions, activities and assessment tasks are very important in ensuring that you are able to do so.

Your engagement will help you to:
- Understand the subject area you are studying;
- Acquire and develop the skills and knowledge needed to ensure success;
- Prepare for assessment tasks;
- Learn from and with your fellow students;
- Receive feedback from your tutors on your progress;
- Fully participate in sessions, forums, seminars and other activities;
- Develop your communication skills.
If you are unable to participate in any of the activities or sessions please let your tutor know that you are unable to do so. He/she will then be able to give you advice on what was dealt with during the session or activity, and what you need to do to catch up. Please do remember how important engagement and participation is to your success. You may be required to sign an attendance register at lectures so that we may monitor engagement. You are encouraged to engage with the University’s Virtual Learning Environment (VLE) and Student Management System, further details of how to access these can be found here.

Contact time with teaching and associated staff is available to help shape and guide your studies. The term 'contact hours' refers to the amount of time that you spend learning in contact with teaching or associated staff, when studying your chosen course. The number of contact hours on a course is influenced by the subject, as well as how and where you are studying. Academic staff should make it clear how many hours contact time you should receive, and what these hours are at the beginning of the course/module.

The Wolverhampton Graduate
The experience of studying at University is about much more than just gaining knowledge and understanding of a subject(s), it is also about developing additional skills and capabilities that you can take with you into a wide range of different settings. Sometimes it can be difficult to explain to others what you have done and achieved. The following Graduate Attributes will help you think about the knowledge and skills you have gained and how these can be presented to prospective employers and/or other interested parties. This is not an exhaustive list and you will need to reflect on what you can personally demonstrate that is appropriate for different settings and contexts such as job interviews. You will also have formed your own opinion about what going to university means to you and how you think you have developed.

While at university you will have the opportunity to:
1. acquire, generate, interrogate and apply knowledge from a wide range of sources,
2. develop research skills to enable analysis, synthesis, understanding and evaluation of data and information.
3. demonstrate self-discipline and organizational skills by meeting deadlines, and taking responsibility for your own development and learning.
4. present ideas clearly in an informed and persuasive manner to a variety of audiences.
5. be innovative, creative and enterprising whilst acknowledging, respecting and engaging with the views of others in a constructive and empathetic manner.
6. draw on professional advice and feedback to reflect on and improve your own learning and professional practice;
7. prepare for the world of work through engagement with real life situations, briefs and problems.
8. engage with new ideas and ways of working as an active member of the communities in which you study, live and work.

About the Course
This Guide outlines the modules which are available, teaching and learning activities and assessment tasks. If there is anything you need to discuss further, please contact your personal tutor.

The educational aims of the course are:
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:** The MA Education 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 Education 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 Education 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.

The course learning outcomes are:
By the end of the course you should be able to demonstrate:

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

2. a clear grasp of issues of equality, diversity, inclusion and social justice related to education policy and practice;

3. in-depth knowledge of major educational theories, concepts and rivalries based upon seminal, recent and contemporary educational research including an international perspectives;

4. use of critical reflection to explore the relationship between theory and practice in complex situations

5. recognition of your own value positions related to education and associated claims to knowledge in education

6. 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

These will be achieved through the following learning activities:

- Lectures
- Seminar sessions
- Online support
- Essays
- Professional practice links

The course is accredited, endorsed or approved (depending on the professional body requirements) N/A

**Contact Hours**
At University, the term ‘contact hours’ is used very broadly to refer to the amount of time that you spend learning in contact with teaching or associated staff, when studying for a particular course. This time provides you with support in developing your subject knowledge and skills, and provides opportunities to develop and reflect on your own, independent learning.
Contact time on this course will be based on your interaction with staff in some or all of the following situations: lectures, seminars, tutorials, demonstrations, practical classes and workshops, project supervisions, fieldwork, external visits, one-to-one sessions and discussions, interaction by email and other electronic or virtual media and situations where feedback is given on assessed work.

During your study this interaction takes place with academic (teaching and research) staff, teaching assistants, technical and specialist support staff, employers and others.

Alongside contact time, private and independent study is therefore very significant. This is the time that you spend learning without direct supervision from, or contact with, a member of staff. Your independent study time will include background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision and others.

**External Examiners**

Our external examiner is Dr Roger Levy, University of Hertfordshire, Centre for Research in Professional and Work-Related Learning

External Examiners play a key role in helping the University to ensure that our standards are comparable with other institutions in the sector and are consistent over the years and that our assessment processes and regulations treat all students fairly and equitably. It is not part of their remit to communicate with individual students (it is to be noted that students are given access to External Examiner reports in their entirety via the Modules and Programmes page on e-vision in line with the HEFCE Publication 06/45 and some students may have the opportunity to meet with externals if they visit placement areas or attend for planned meetings or assessment). Students are therefore reminded that they must not make direct contact with External Examiners in respect of their assessed work or performance. Any student issues should be relayed either directly to the Module or Course Leader.

**Academic Regulations**

This course follows the University's academic regulations. A full version of these regulations can be found on the University web page for [Policies and Regulations](#). These regulations govern your course and will be binding on you. It is, therefore, important that you read and become familiar with them. If you have any questions regarding the regulations you should raise your query by logging an [e:Vision Helpdesk](#) call.

**Exam Regulations**

The University also have regulations that specifically cover examinations. [Exam Regulations](#)

The maximum period over which an award may be studied is detailed in the regulations appropriate to your course. Typically these are:

### Postgraduate and Masters Awards

<table>
<thead>
<tr>
<th>Full Time Students</th>
<th>Normal</th>
<th>Maximum</th>
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</thead>
<tbody>
<tr>
<td>Masters Degree</td>
<td>1 year</td>
<td>2 years</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>1 year</td>
<td>2 years</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>1 year</td>
<td>1 year</td>
</tr>
<tr>
<td>Postgraduate Certificate in Education (M)</td>
<td>1 year</td>
<td>2 years</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Part Time Students</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters Degree</td>
<td>2 years</td>
<td>4 years</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>2 year</td>
<td>3 years</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>1 year</td>
<td>2 years</td>
</tr>
</tbody>
</table>
We expect most part time students to complete 80 credits in their first year. The dissertation should be completed over a 6 month period for full time students and within 12 months for part time students. Students in receipt of APL should complete the programme in a shorter time frame.

The above maximum registration periods do not include time away from study approved under the Leave of Absence procedure.

Please be aware that to be eligible to continue on your course you must pass at least one module in your first year of study.

It is important to remember that students apply for a Leave of Absence, but not all applications are successful. Students have to have legitimate reasons for applying and each application is considered by the Award Leader, Dr Anne Hollinshead. Students are advised to discuss their options with their personal tutor in the first instance.

Course Information

Attendance

The University recognises that you have made a significant investment in both time and money in choosing to study for a postgraduate qualification. Staff are committed to helping you fulfil your potential. Your attendance at and participation in activities is a key factor in ensuring that you do so.

Attendance will help you to:
• understand the subject area you are studying;
• acquire and develop the skills and knowledge needed to ensure success;
• prepare for and undertake assessments;
• learn from and with your fellow students;
• receive feedback from teaching;
• participate in practical and group work;
• develop your communication skills.

Please do remember how important attendance is to your success. Of course attendance can mean face to face or virtual. We value both!

Prizes

Below are the prizes available to you as participants in the MA Education course. Tutors nominate participants and these nominations go forward to a School for Education Futures panel. Prize winners receive their award each year at the graduation ceremony:

<table>
<thead>
<tr>
<th>Prize</th>
<th>Description</th>
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<tbody>
<tr>
<td>The Karen Griffiths Memorial Prize</td>
<td>This prize is awarded to a student who has shown great determination and courage when faced with difficult circumstances. The recipient of this award has continued to study to work towards a personal goal and refused to allow these difficulties to prevent him or her from being successful.</td>
</tr>
<tr>
<td>The Caparo Prize for Achievement in Educational Research</td>
<td>This prize is awarded to the student with the most outstanding piece of educational research.</td>
</tr>
<tr>
<td>The Professional and Postgraduate Development Studies Programme Prize</td>
<td>Awarded for the best performance in a subject.</td>
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</table>
Reference Points:

QAA Subject Benchmarks for post graduate programmes do not include benchmarks yet for MA Education programmes. However, the undergraduate Education Studies Benchmarks (2007) have been referred to in this revalidation as a starting point for level 7 study. See:

Subject benchmark statement: Education studies

QAA Master's degree characteristics (2010) have also been referred to at:

http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/MastersDegreeCharacteristics.pdf

All master’s degrees are expected to meet the generic statement of outcomes set out in the qualification descriptors in FHEQ The framework for higher education qualifications in England, Wales and Northern Ireland (2008) at:

http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf

Also consulted was The Academic Infrastructure: A set of UK-wide reference points for assuring standards and quality in higher education at:

http://www.qaa.ac.uk/AssuringStandardsAndQuality/AcademicInfrastructure

Internal reference points are:

1. University of Wolverhampton Postgraduate Taught Provision: A Position Paper January 2013 (Anne Holmes and Emma Wedge)
2. Previous SED PG validation documents (2009 and 2011)
3. School of Education Strategy (2012)

Blended Learning

<table>
<thead>
<tr>
<th>Students are entitled to</th>
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<tbody>
<tr>
<td>1. have access where possible to an electronic copy of all lecturer-produced course documents e.g. module guides, assessment briefs, presentations, handouts, and reading lists</td>
<td>WOLF or Pebble Pad will be used by all module leaders to create greater access to engaging learners in flexible and creative ways online.</td>
</tr>
<tr>
<td>2. formative assessment opportunities on line with appropriate meaningful electronic assessment feedback;</td>
<td>Each module will have an online formative assessment clearly and directly related to the summative. The purpose will be to prepare students for the summative by timely feedback on a key aspect of the summative assessment</td>
</tr>
<tr>
<td>3. have opportunities to collaborate on line with others in their learning cohort;</td>
<td>WOLF or Pebble Pad will be used to engage learners in collaboration on line so that weekly face to face sessions can be replaced in some cases and supplemented in others by allowing participants to learn more often from each other</td>
</tr>
<tr>
<td>4. have the opportunity to participate in electronic Personal Development Planning (ePDP);</td>
<td>This will form part of the critical reflection module</td>
</tr>
<tr>
<td>5. submit all appropriate assessments online;</td>
<td>All modules will use online summative assignment submission via WOLF or PP.</td>
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</table>
Assessment Methods

A range of assessment types will be used, all of which will contribute to professional development in the education sector. That range will include:

Critical evaluation via essay and dissertation, primary and secondary data collection, reflective/reflexive accounts of learning, written report or response to case study, critique of images/video, seminar presentation, conference or seminar paper, role play, panel discussion or debate, self evaluation and assessment, web folio research proposal, diary-style writing, wiki space assessment development.

Support for Learning

Modules will consist of face to face sessions and appropriate digitally mediated learning (DML).

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.

The learning centre provides learning support and resources. Many books and journals are also available electronically and access is supported through the research and development module.

Full time students for whom English is a second language will have additional access to study support arranged by their personal tutor (all full time participants have the same personal tutor).

Distinctive Features of the Course

The programme:

- will have clear links between each module, building toward the professional enquiry. These links are developed thematically to include: Theme 1: Leading change in education; Theme 2: Pedagogic development; Theme 3: Research in educational Practice;

- values the sustainability of learning; to build research and critical skills to ensure participants remain active critical learners beyond the duration of the programme itself;

- recognises and values participants' previous learning and works flexibly to award APCL where possible;
• focuses on professional development by constantly valuing the personal experience of participants and encouraging a critical and reflexive approach to leading the improvement of learning.

**Personal Tutor**
When you join the University you will be given a Personal Tutor. This information can be found in your e-vision homepage. Your personal tutor is someone who can offer you guidance and advice, this could be about your course, and any other aspects that affect your study. In order for personal tutoring to be a beneficial and meaningful relationship for you, you need to communicate with your personal tutor.

**Academic Misconduct**
We take pride in the academic integrity of our staff and students but when academic misconduct is suspected the University will take action. The University considers seriously all acts of academic misconduct, which by definition are dishonest and in direct opposition to the values of a learning community. If not challenged, academic misconduct will ultimately devalue our academic standards and undermines the honest efforts on the part of our staff and students.

Academic misconduct includes plagiarism, collusion and cheating and may be deliberate or unintentional. Whatever form it takes, it will be thoroughly investigated and penalties will be applied if proven.

**Support for Students**
The University and the Students’ Union believe that many incidents of academic misconduct can be avoided by increasing students’ knowledge and skill.

A variety of support mechanisms are in place to help students succeed and avoid academic misconduct:

• Visit the Learning Centre or our study skills support website at www.wlv.ac.uk/skills
• Download the Students’ Union guide to Avoiding Academic Misconduct (“Write Right”) - available from the Student’s Union website;
• Book a Skype appointment with study skills adviser or joint the online chat service ASSIST - through the Learning Centre “Skills for Learning” website.
• Contact your personal tutor or module leader.

Remember – there is help available if you need it.

**Defining Academic Misconduct**

**Cheating**
*Cheating is defined as any attempt to gain unfair advantage in an assessment by dishonest means, and includes, for example, all breaches of examination room rules, impersonating another student, falsifying data, and obtaining an examination paper in advance of its authorised release. Cheating attracts the University’s most severe penalties.*

Other common examples of cheating would include –

• Being in possession of “revision notes” during an examination
• The purchase or commission of assignments from others
• Theft of other students' work
• Prohibited communication during an examination

**Plagiarism**
*Plagiarism is the act of taking someone else’s work and passing it off as your own. This includes incorporating either unattributed direct quotation(s) or substantial paraphrasing from the work of another/others. It is important to cite all sources whose work has been drawn on and reference them fully in accordance with the referencing standard used in each academic Faculty.*
The most common forms of plagiarism are –

- Cut or copied and pasted materials from websites
- Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
- Copying material from a text book or journal

When you’re using other people’s work or ideas it is important to engage with their work critically. You can quote, paraphrase, summarise or critically review – but you must always provide appropriate references.

**Collusion**

Collusion is when two or more people combine to produce a piece of work for assessment that is passed off as the work of one student alone. The work may be so alike in content, wording and structure that the similarity goes beyond what might have been coincidence. For example – where one student has copied the work of another, or where a joint effort has taken place in producing what should have been an individual effort.

Collusion should not be confused with the normal situation in which students learn from one another, sharing ideas and group work to complete assignments (where this is specifically authorised).

**Plagiarism Detection**

In concert with the skills and experiences of academic staff the University will utilise electronic tools such as Turnitin to detect plagiarism. Turnitin is the software currently subscribed to by the University.

At Undergraduate level the University will require that all final year projects and dissertations are submitted to Turnitin for analysis. At postgraduate level the University will require that all dissertations (or similar) are submitted to Turnitin for analysis.

Students are required, where appropriate, to make a declaration as the authenticity and originality of any submitted piece of work. This declaration also authorises the University to request and require students to provide an electronic version of any submitted assessment for checking work via Turnitin where plagiarism is suspected.

**Penalties**

Where an offence is admitted, or a panel decides that cheating, plagiarism or collusion has occurred, a penalty will be imposed. There is a cumulative range of penalties which will be applied to any continuous period of registration for study with the University. The severity of the penalty will vary according to the nature of the offence and the number of previous offences. Penalties range from failure of the assignment under investigation to exclusion from the University.

Full details about the University’s policy on Academic Misconduct, regulations and procedures, investigation of academic misconduct or to make an appeal or a complaint are available on the conductandappeals website.

**Anonymous Marking**

Anonymous marking is the process undertaken to avoid the possibility of bias through the assessment and marking process. To this end, wherever possible, the identity of students should not be apparent to markers and work should only be identified by student number. Where the method of assessment does not allow anonymous marking, (e.g. dissertations, presentations, oral examinations, practical examinations), alternative methods of marking to mitigate the possible effect of bias will be explained to you.
When submitting assessments in hard copy, you are asked to use your personalised bar-coded coversheet and ensure that you record only your student number in the header or footer of your piece of work.

**Course Structure for Postgraduate Courses**

Students will study:
- **Full-time**: normally modules worth 180 credits (a full masters course may be completed over one calendar year)
- **Part-time**: normally modules worth no more than 80 credits each academic year.

<table>
<thead>
<tr>
<th>Full-time structure</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>7ED007 Educational</td>
<td>7ED026 Professional</td>
<td></td>
</tr>
<tr>
<td>Research and Developmental Approaches</td>
<td>Enquiry</td>
<td></td>
</tr>
<tr>
<td>7ED001 Critical reflection and Reflexivity in Professional Learning</td>
<td>7ED034 Leading Change in Pedagogy</td>
<td></td>
</tr>
<tr>
<td>7ED002 Critical Approaches to Diversity, Equality and Social Justice in Education</td>
<td>7ED019 Assessment and Learning OR 7Ed013 Independent Study</td>
<td></td>
</tr>
<tr>
<td>7ED017 Learners in the Digital Age OR 7ED019 Assessment and Learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part-time structure – Year 1</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>7ED001 Critical reflection and Reflexivity in Professional Learning</td>
<td>7ED007 Educational Research and Developmental Approaches</td>
<td></td>
</tr>
<tr>
<td>7ED002 Critical Approaches to Diversity, Equality and Social Justice in Education</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Part-time structure – Year 2</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>7ED026 Professional Enquiry</td>
<td>7ED034 Leading Change in Pedagogy</td>
<td></td>
</tr>
<tr>
<td>7ED017 Learners in the Digital Age OR 7ED019 Assessment and Learning</td>
<td></td>
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**The MA Education WOLF Student Support Topic (MESST)**

You will find a copy of this course guide in this WOLF topic along with many other relevant documents including updated timetables. Please make sure you join this topic because it is the best way we can ask for your opinions and send you important information about the MA Education course. Please join it as soon as you start the course.

**Accreditation of Prior Learning (APL).**

We recognise that many students studying for an MA will have credits from others courses, such as a PGCE, which can be used to count towards a Masters. Please refer to the APL booklet for
information about this. The booklet outlines the type of credits which are relevant to an MA in Education, how many credits will be accepted and the application process. Credits from other courses and institutions will only be accepted if the learning outcomes can be matched against a similar module here at the university and are relevant to the field of education. All applications are considered by the Award Leader and have to be approved by them.

Blended Learning

All our modules will use the university’s virtual learning environment as at least a start point for a blended approach to your learning. Over the period of a module there will be a blend of face to face and online activity based on the learning outcomes of the module and the summative assessment. We aim to work with you in flexible and imaginative ways so that learning is socially active and relevant to your professional needs. Because each week may differ from the last, please make sure you check what each session will require in terms of attendance and/or online activity.

Your Professional Learning

Each module will provide the opportunity to customise your learning to your setting and make the experience as professionally relevant as possible. This will always be in the context of the latest and most relevant theoretical discussions in the field of education. You therefore have the opportunity to customise the award so that is consistently supporting you and your setting.

Feedback on your learning

Feedback is a crucial part of learning and can take many forms throughout a module. For example, a whole class discussion or any 1:1 session will involve feedback. Feedback is therefore an ongoing activity. Regarding written assignments are entitled to receive and should benefit from feedback on written assignments which:

- is legible;
- is personalised;
- is given within 3 weeks of submission unless otherwise negotiated;
- is positive, constructive and points to ways forward at all grades;
- includes comments on the text where appropriate;
- relates explicitly to assessment criteria and module learning outcomes;
- comments on expression, syntax and style, where necessary;
- is engaging and challenging;
- contains, or refers to, explicit instruction about retrieval where necessary.

Student Support

All part time and full time students have a personal tutor. Updated personal tutor lists are on the WOLF MESST topic by the start of the first PG block and should be noted in your evision account too. Your personal tutor is the first line of support for any issues or questions you may have. Personal tutoring is defined as group or individual guidance given to you by academic staff, with a focus on personal and academic development and progression on your overall programme of study. Your personal tutor will:

1. be a member of academic staff;
2. concentrate on your personal and academic development and progression on your overall programme of study;
3. be able to direct you to support facilities available within the School for Education Futures and the University;
4. not be expected to provide academic specialist support for all your modules. Module tutors and leaders should be consulted with specific academic queries;
5. have an understanding of, and commitment to, improving your learning experience;
6. maintain communication (virtual and/or face-to-face) with you during the year as and when you need support. The first communication will be face to face at induction and there is also the opportunity for a review at the end of each year at your request;
7. keep a record of that communication;
8. keep you informed of their availability (virtual and/or face-to-face) for personal tutoring;
9. write any references you request as long as they are given sufficient notice in advance;
10. respect confidentiality.

In order for personal tutoring to be beneficial and meaningful, you will be expected to:

1. maintain communication with your personal tutor as and when you need support;
2. contact your personal tutor if there are any issues that may impact on your academic performance or pose any risk to your progression or withdrawal;
3. act on any recommendations and advice offered by your personal tutor.

University Academic Calendar

In order for personal tutoring to be beneficial and meaningful, you will be expected to:

1. maintain communication with your personal tutor as and when you need support;
2. contact your personal tutor if there are any issues that may impact on your academic performance or pose any risk to your progression or withdrawal;
3. act on any recommendations and advice offered by your personal tutor.

University Academic Calendar

University Academic Calendar.

Timetables

Timetabling information is available to you through the following:

1) Using the teaching timetable where you can search for and view all modules online at [www.wlv.ac.uk/timetable](http://www.wlv.ac.uk/timetable).
2) Once you have completed your module registration, a more personalised timetable showing only those modules which you are studying will be available for you to view through your e:Vision page.
3) For more general information about timetabling and teaching rooms use the Central Timetabling Unit webpages at [www.wlv.ac.uk/ctu](http://www.wlv.ac.uk/ctu).
Where to get help with your course

Student Support
If you encounter any issues (personal or academic) the following diagram directs you to the appropriate department or staff member.

Administration queries:
- enrolment
- extensions
- extenuating circumstances
- Leave of Absence
- Course transfer, etc

Module related queries
- Module guide (on WOLF)
- Module Leader
- or Tutor

Academic and Course related queries
- Personal Tutor
- Course Leader
- Head of Department (by email)

Support for Study Skills
- W: www.wlv.ac.uk/skills
- E: skills@wlv.ac.uk
- T: 01902 32(2385)

Support for Study Skills
- W: www.wlv.ac.uk/ITServices
- T: 01902 32(2000)

IT Problems
- W: www.wlv.ac.uk/ITServices
- T: 01902 32(2000)

Who to Contact for help when you are studying on campus

Financial advice
- W: www.wlv.ac.uk/moneymatters
- E: money@wlv.ac.uk
- T: 01902 32(1070)

Careers & Employment Centre
- W: www.wlv.ac.uk/careers
- E: careers@wlv.ac.uk
- T: 01902 32(1414)

Special Needs (Students with disabilities)
- Special Needs Tutor
- or
- Student Enabling Centre
- W: www.wlv.ac.uk/sec
- E: sec@wlv.ac.uk
- T: 01902 32(1074)

Personal Issues
- Personal Tutor (see eVision for details)
- University Counselling Service
- W: www.wlv.ac.uk/counselling
- E: counsellingservices@wlv.ac.uk
- T: 01902 32(2572)

General queries
- eVision helpdesk
- or your
- Student Centre

Independent academic, financial, international and housing advice
- Students’ Union Advice and Support Centre
- W: www.wolvesunion.org/advice
- E: advice.wolvesunion@wlv.ac.uk
- T: 01902 32(2038)
Extensions, Extenuating Circumstances and Leave of Absence
The University wants all students to do their best. You are expected to take responsibility for your own learning and we know students perform best if they participate in all activities associated with their modules.

Very occasionally something may happen suddenly which is beyond your control and this will prevent you from attending an examination (or other test) or completing an assessment by the due date. Common reasons for needing additional help are poor health or a death in the family – although other reasons may apply.

Extensions - for some assessments there may be the option to apply for a short term (maximum 7 days) extension if you are experiencing difficulties in completing your work on time. You should apply for the extension via your e:Vision account on or before your assessment date and provide supporting evidence to your Student Centre. On receipt of the evidence your claim will be assessed and you will be notified by e-mail if your extension has been approved and your revised submission date. Further details can be found here.

Extenuating Circumstances – claims for extenuating circumstances are also submitted via your e: Vision account on or before your assessment date and again evidence to support your claim must be provided to your Student Centre. Claims for Extenuating Circumstances tend to be for more serious matters and if your claim is accepted then it enables you to take the assessment at the next available opportunity without penalty. If you have any queries regarding either of these processes then please log a call on the e:Vision helpdesk.

Leave of Absence - in more extreme cases of potential prolonged absence you might consider a temporary leave of absence. Students may temporarily suspend their studies a semester at a time (and up to a maximum of four semesters). You can apply for a Leave of Absence via e:Vision but we would strongly recommend that you get advice from your Personal Tutor, your Student Centre or the Students' Union, particularly regarding the financial implications, before taking this step.

Health and Wellbeing whilst using your computer
As a student you will be using a computer for the majority of your study. The guidelines below are to promote good health and wellbeing in relation to your computer use.

Set-up and space
Ensure you have a comfortable working area where you can have adequate space for your keyboard, mouse, monitor or laptop/mobile device and that you are in a comfortable seated position. Try to prevent eye strain by ensuring you have good lighting, adjusting your monitor to prevent glare and by cleaning your monitor regularly. If you are using a laptop for any extended length of time try to use an external mouse to prevent continued use of a laptop mouse pad which can cause strain injuries.

Taking a break
You should take regular breaks away from the screen. One to two minutes away every thirty minutes can be most effective, with regular longer breaks every couple of hours. Physically moving away from the screen and working area will also allow for important stretching and increasing circulation as well as reducing eye strain from looking at the screen.

Progression for Further Study
During the final stages of your MA Education course, you will be completing your Professional Enquiry module worth 60 credits. This is a substantial piece of educational research which will 23
have direct impact on you and the setting in which it is based. This module is excellent preparation for further study and we would encourage you to think about the next step in educational research – a Doctorate in Education.

Alumni

*We’re proud of your success. Be proud of your connection with us.*

Once you complete your studies you will continue to be part of the University of Wolverhampton academic community as one of our ever growing alumni community. The WLV Alumni Association is a university-wide association bringing together Wolverhampton graduates.

For further information on Graduation and Alumni please visit our [Alumni](#) website.
APPENDIX 1

Module Information

MA Education Modules
Module Title: Critical Reflection & Reflexivity in Professional Learning
Semester: 1
Module Code: 7ED001
Pre-requisites: None
Co-requisites: None

Description
This module provides an introduction to the fundamental importance of critical reflection and reflexivity in professional learning in education, covering issues such as: professional development in a changing world, identity, positionality and ethics. The module will form part of the research strand of the award ideally leading into the research and development module and then into the professional enquiry.

Learning Outcomes
1. Engage with theories and concepts about professional learning as a context for critical reflection and positionality.
2. Examine and discuss the role of critical reflection and reflexivity in leading improvements in practice.
3. Critically reflect on your own development needs to assess how you can bring about greater improvements for learners.

Module Title: Critical Approaches to Diversity, Equality & Social Justice in Education
Semester: 1
Module Code: 7ED002
Pre-requisites: None
Co-requisites: None

Description
In this module you will have an opportunity to critique current theory and practice around equality and diversity in education and wider society. It will provide you with opportunities for critical examination of contemporary and established theories around inequality, social justice and policy responses to diversity. Its aim is to equip students with a broad understanding of issues of equality, diversity and social justice in educational settings including the ways to meet the needs of diverse students within these settings.

Learning Outcomes
1. Critically evaluate policy responses to equality and diversity in the changing context of education.
2. Relate wider issues of inequality, social exclusion and inclusion to a given educational context.
3. Critically analyse and reflect upon your current and future professional practice in relation to equality, diversity and social justice.

Module Title: Educational Research & Development Approaches
Semester: 1 and 2
Module Code: 7ED007
Pre-requisites: None
Co-requisites: None

Description
This module aims firstly to engage participants in a critical discussion about how new educational knowledge is created. Secondly, it aims to support the process of educational research via the development of a research proposal for the professional enquiry, the final module of the MA Education award.
Learning Outcomes
1. Formulate a draft title and research questions for a proposal underpinned by a policy and experimental context.
2. Identify relevant theoretical sources related directly to Learning Outcome 1; begin to critique their value and validity in light of the contested nature of educational knowledge.
3. Propose a methodology for the research proposal which is realistic, ethical and valid incorporating an emerging approach to ideas about data interpretation.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Learners in the Digital Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>1</td>
</tr>
<tr>
<td>Module Code</td>
<td>7ED017</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>None</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>None</td>
</tr>
</tbody>
</table>

Description
In this module you will explore the digital identities and habits of learners and teachers within educational settings. You will examine existing theoretical perspectives in digitally mediated education and consider how emergent pedagogical frameworks might be utilised to engage with learners’ digital habits. You will specifically examine the changing role of the learner and teacher/facilitator within this emerging paradigm. You will propose an intervention that takes into account the habitual use of digital tools by learners and show how it can be used for effective learning. For example you might look at the ways in which blogging is used in social spaces and critically appraise its functionality for learning purposes. Is there any research into the habits of bloggers? Is it likely to translate to a school/college space? Does it fit any particular theories of learning?

Learning Outcomes
1. Critically appraise the use of digital tools for learning purposes in a formal OR informal learning context.
2. Propose an intervention supported by appropriate literature for the innovative use of digital tools for learning in a defined context of your choice.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Assessment and Learning</th>
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</thead>
<tbody>
<tr>
<td>Semester</td>
<td>1 and 2</td>
</tr>
<tr>
<td>Module Code</td>
<td>7ED019</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>None</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>None</td>
</tr>
</tbody>
</table>

Description
The module aims to develop a critical understanding of the theories, principles and concepts that underpin assessment and learning. Students will examine examples of assessment drawn from their own educational experience and identify strategies for enhancing learning and teaching.

Learning Outcomes
1. Critically examine the relationship between assessment and learning in a teaching and learning programme.
2. Assess the concept of assessment for learning (AfL) and critically reflect on the use of AfL in teaching and learning practice.
3. Evaluate the appropriateness of a method of assessment for promoting learning.
Module Title: Professional Enquiry (60 credits)
- Semester: Yearlong
- Module Code: 7ED026
- Module Leader: Dr. Linda Devlin
- Pre-requisites: 7ED007

Description:
The Professional Enquiry module engages participants in a systematic and critical enquiry into an area of education related closely to their own professional context and of personal interest. In this context, education is understood to encompass life-long learning and training as well as pedagogic and educative processes taking place within and outside of educational institutions. Participants are expected to engage critically with relevant literature and emphasise contestability in various viewpoints and positions. This small-scale research will include the collection and analysis of primary data. Participants will relate theory to practice and make recommendations based on their findings.

Please note: participants enrolled to a named award route must ensure their enquiry is clearly relevant to that route.

Learning Outcomes:
1. Formulate a realistic focus and direction for a professional enquiry, of clear value in the field of education.
2. Create a coherent literature review synthesising relevant theoretical sources; critique their value and validity to extend your knowledge and understanding of the enquiry.
3. Formulate and undertake an appropriate, valid and ethical methodology to collect primary data.
4. Interpret, analyse and synthesize data to determine key findings, meaningful conclusions and relevant recommendations.

Module Title: Leading Change in Pedagogy
- Semester: 2
- Module Code: 7ED034
- Pre-requisites: None
- Co-requisites: None

Description:
This module will explore theories of change and improvement in pedagogy. Participants will critically engage with pedagogic innovations within their own subject or responsibility. The outcome of the module will be a critically justified development plan which makes clear the intended impact on learners. This will enable a strategy for disseminating the plan, inspiring change in colleagues and establishing agreed success criteria.

Learning Outcomes:
1. Explore theories and contemporary contexts for change and improvement in pedagogy.
2. Critically outline and justify a plan for change in your own and colleague’s pedagogic practice.
3. Develop an evaluation methodology that could be applied to measuring the effectiveness of pedagogical changes.
Module Title: Independent Study
Semester: 2
Module Code: 7ED013
Pre-requisites: None
Co-requisites: None

Description
This module allows participants to develop their own learning skills in an area of particular interest to them. Participants will develop in-depth and systematic knowledge of key and recent educational research pertinent to their study and work. They will be able to negotiate outcomes and assessment components within module guidelines. Through support, participants will use critical reflection to explore complex relationships that exist between theory and practice.

Learning Outcomes
1. Design and negotiate outcomes for an independent study underpinned by Level 7 generic outcomes and participant’s field of interest.
2. Analyse and critically evaluate perspectives from a variety of sources.
3. Design and negotiate an assessment regime to demonstrate the achievement of LO1.
4. Undertake self-directed study to achieve negotiated outcome.