



**Cardiff**  
Metropolitan  
University

Prifysgol  
Metropolitan  
**Caerdydd**

## **Postgraduate CPD Framework in Education**

### **SCHOOL OF EDUCATION & SOCIAL POLICY**

#### **Induction & Enrolment Information FULL TIME STUDENTS**

**Academic Year 2018/2019**

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## **1. Welcome from your Teaching Team**

A very warm welcome to the Postgraduate CPD Framework at Cardiff Metropolitan University's **Cardiff School of Education & Social Policy**.

We are a team of experienced professional educators dedicated to the academic and professional development needs of a range of education professionals.

Our teaching team consists of staff employed as full-time lecturers and researchers, augmented by a range of part-time colleagues who bring additional perspectives from contemporary education policy and practice.

Each year we welcome a diverse group of students to our postgraduate learning community, including practising teachers, youth and community workers, and other education professionals who study with us part-time. We also welcome our full-time students from the UK and a variety of international locations.

Our students tell us that this diverse mix of students offers tremendous peer learning opportunities, and we hope you will be encouraged to learn and develop lasting connections with other students.

Our teaching staff are experienced in recognising and responding to the requirements of postgraduate students. It is our job to encourage and support you to fulfil your academic and personal potential. Every student is allocated a personal tutor at the start of the academic year to help with goal setting, to be a point of contact for reviewing academic and professional progress, and to respond flexibly to any issues which may be affecting academic progress.

We would like to extend our best wishes for a successful and enjoyable experience as you embark on the MA.

**CPD Framework Team**

## 2. Pre-enrolment Module Choices

Our programme has been revised this year to include a range of module types. Some of the modules have assessment tasks which can be completed without the need for work experience. Other modules will have assessment tasks that require students to engage with education practice in order to demonstrate application of theory to practice.

If you are not likely to be employed within an education organisation during the time you are enrolled on your programme, you should discuss this with the Programme Director as soon as possible so we can make sure you have all the help and support you need in choosing the right modules for your situation.

Information about module choices and timetables is currently being prepared and will be forwarded to you as soon as possible.

Please contact Jan Huyton by email at [JHuyton@cardiffmet.ac.uk](mailto:JHuyton@cardiffmet.ac.uk). Jan will be able to advise on module choices and any work experience requirements. Jan would particularly welcome having a chat with you before you start your studies.

### 3. Preliminary Reading List

Here is some suggested reading that might be useful to prepare you for your programme of study. This is not a requirement, but might help to shape your thinking and prepare you for your studies.

#### Reflective Practice Techniques

Bolton, G. (2014) *Reflective Practice: Writing and Professional Development*. London: Sage

#### Researching Your Own Practice

Mason, J. (2002) *Researching Your Own Practice: The Discipline of Noticing*. London: Routledge Falmer

#### Education Policy

Ball, S. (2013) *The Education Debate*. 2<sup>nd</sup> edn. Bristol: The Policy Press

Welsh Government (2014) *Qualified for Life: An Education Improvement Plan for 3 to 19 year olds in Wales*. Available at <http://gov.wales/topics/educationandskills/allsectorpolicies/qualified-for-life-an-educational-improvement-plan/?lang=en>

Donaldson, G (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*. Available at <https://gov.wales/docs/dcells/publications/150317-successful-futures-en.pdf>

#### Critical Thinking Skills

Cottrell, S. (2011) *Critical Thinking Skills*. Basingstoke: Palgrave Macmillan.

#### Research Methods

Thomas, G. (2013) *How to do Your Research Project*. London: Sage

#### Websites

The Times Educational Supplement-the online version of this education newspaper  
<http://www.tes.co.uk/>

Also look at TES Cymru the specific Welsh version.

National College for Teaching and Leadership  
<https://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership>

Infed (academic articles on a range of educational topics, including informal education, youth and community work and philosophy of education) <http://infed.org/mobi/aboutus/>

Concept (The Journal of Contemporary Community Education Practice Theory)

<http://concept.lib.ed.ac.uk/index.php/Concept/index>

**Newspapers:** Times Educational Supplement; Times Educational Supplement (Cymru)

## 4. Enrolment / MetCard Collection

### Enrolment

Enrolment is an essential process that confirms your status as a Cardiff Met student and also gives you access to Cardiff Met IT systems, payment of fees, and, importantly, enables you to obtain your Student MetCard.

You can complete the online Self-Enrolment process from any computer through the Cardiff Met Self Service system once you have received your **Enrolment Email**.

On receipt of your Enrolment Email, please begin your Self-Enrolment by going to the [www.cardiffmet.ac.uk/enrolment](http://www.cardiffmet.ac.uk/enrolment) webpage and following the step-by-step guidance provided. Access to the Enrolment section of the Cardiff Met Self Service system will require you to login with a username and password. **Please input the same username and password you originally used to apply with.** Guidance is provided for forgotten usernames/passwords. Please note that in order to Self-Enrol, your status with Cardiff Met must be **Unconditional Firm (UF)** i.e. all conditions met and place accepted.

### Module Selection

As mentioned above, final information about module selection and timetables is currently being prepared and will be sent out to you as soon as possible. When the information is ready you will be asked to select your modules. The final offer of modules will be dependent on the number of students who have chosen each module.

### MetCard Collection

You will need to go to the first floor of the Cyncoed Learning Centre at 2pm on induction day (Monday September 17<sup>th</sup>) to have your photograph taken and collect your MetCard. This is very important as it will give you access to library facilities as well as other university services and access through security doors.

## 5. Induction Timetable

Full-time students are invited to attend an induction event to be held on **Monday 17<sup>th</sup> September 2018 at 9.30am (Room V005) on the Cyncoed Campus. Main Reception will be able to direct you to the correct room.**

At this event the following information will be delivered:

### **09.30 Welcome and Introduction to MA Education Room V005**

Essential Information about the programme of study.

### **12.30 Resources and Academic tips Room Q026**

A session shared with MA TESOL students introducing our electronic resources and key tips on academic skills.

### **14.00 Collect Student MetCard**

If we require you to bring any documents with you, such as letters from employers and proof of qualifications, we will inform you of this in advance.

## **INFORMATION ON MODULES**

### **MODULES RUNNING THROUGHOUT SEMESTERS 1 and 2**

#### **MAE7121 The Creative Researcher (30 credits)**

Wednesdays 9am to 12 noon

**Module Leaders:** Dr Jan Huyton and Dr Nik Konstantakis

**Teaching team:** the module will be co-taught by Jan and Nik who will be bringing a variety of expertise to offer a comprehensive coverage of social research methods, along with the academic skills required for level 7 study. The sessions will be supplemented by additional materials from Cardiff Met's Academic Skills Advisors.

The module is **compulsory** for all students who wish to begin the dissertation module. It has been scheduled to run throughout the academic year so that you can begin working on and developing your dissertation as you study the module. The assessments are designed to help you plan and prepare for your dissertation.

#### **Assessment:**

WRIT 1 A critical analysis of two pieces of published research, which may be related to the topic of your dissertation.

WRIT 2 A research proposal for your planned dissertation.

#### **MAE 7030 Dissertation (60 credits)**

This **compulsory** module runs throughout the academic year. Students will be allocated a supervisor with whom they will agree milestone submission points for chapters of the dissertation.

This research study will provide an opportunity for students to demonstrate the full range of learning outcomes of the programme and a range of advanced research skills applied to a context of their choice with relevance to their professional practice or potential future career aspirations.

Assessment: 12,000 word DISSERTATION.

## **MODULE RUNNING IN SEMESTER 1**

### **MAE7070 Education: Purpose and Values (30 Credits)**

Wednesdays 1-4pm

**Module Leader:** Dr Jan Huyton

The module has been designed to introduce various themes from policy thinkers and philosophy of education. As the title suggests, this module will help students consider the values and purpose of education, and will consider the social and political contexts which underpin 21st century education practice.

Assessment:

OTHER Tutor-facilitated group enquiry on a topic related to education purpose and values, during which students will be individually assessed on their contribution to the enquiry. This does not require students to be working in a practice setting.

WRIT 3,000 word essay from a choice of questions on the values and purpose of education.

## **MODULE RUNNING IN SEMESTER 2**

### **MAE7103 Education and Equity (30 Credits)**

Wednesdays 1-4pm

**Module Leaders:** Cheryl Anthony and Cez James

Teaching team: the module will be co-taught by Cheryl Anthony and Cez James with additional guest lectures where appropriate. Cheryl and Cez as a team offer a vast range of expertise and experience in formal, informal and non-formal education contexts. They will combine their knowledge and experience to develop awareness of the underpinning equity issues affecting access to education, experience and outcomes.

Assessment:

PRES A presentation to peers, offering the opportunity for peer learning. The presentation will consist of a critical analysis of educational inequity in practice. This does not require students to be working in a practice setting. The presentation may be in the form of an on-line BLOG. Module leaders will provide specific details.

WRIT A 3,000 word analytical review of a body of policy and research related to education and equity.

## **MODULES OFFERED AS BLOCK LEARNING DURING SCHOOL BREAKS**

### **MAE7106 - Exploring the Social & Emotional Development of Learners from 3-18 (20 Credits)**

February 25<sup>th</sup> and 26<sup>th</sup> 2019 09.30-15.30 BOTH DAYS

**Module Leader:** Dr Sue Davis

This module is designed to help students develop their knowledge and critical understanding of social and emotional development principles and practice, and how these link to educational environments. Students will be aiming to develop skills and attributes required to undertake a guided review of social and emotional development within their own work situation or an area of interest.

Assessment:

WRIT1 Reflective portfolio detailing observations on Social and Emotional Development (2000 words)

WRIT2 Evaluative review of an identified aspect of social and emotional development in practice or theoretically (2000 words)

### **MAE7109 Community of Enquiry: Philosophy and Pedagogy (10 credits)**

April 15<sup>th</sup> 2019 09.30-15.30

**Module leader:** Dr Jan Huyton

Students should be able to develop a critical understanding of the philosophy and pedagogy underpinning the community of enquiry approach – this is the approach used to facilitate Philosophy for Children and Community Philosophy.

Assessment: A 2,000 word review of scholarly literature on the philosophical and pedagogical underpinnings of the community of enquiry approach.

SEMESTER 1	Mon	Tues	Weds	Thurs	Fri
9-12	Private study/ dissertation supervision	Private study/ dissertation supervision	<b>The Creative Researcher</b> Room C1.03	Private study/ dissertation supervision	Private study/ dissertation supervision
1-4	Private study/ dissertation supervision	Private study/ dissertation supervision	<b>Education, Purpose and Values</b> Room S1.04	Private study/ dissertation supervision	Private study/ dissertation supervision
SEMESTER 2	Mon	Tues	Weds	Thurs	Fri
9-12	Private study/ dissertation supervision	Private study/ dissertation supervision	<b>The Creative Researcher</b> Room C1.03	Private study/ dissertation supervision	Private study/ dissertation supervision
1-4	Private study/ dissertation supervision	Private study/ dissertation supervision	<b>Education and Equity</b> Room C1.03	Private study/ dissertation supervision	Private study/ dissertation supervision
FEBRUARY 25 <sup>TH</sup> AND 26 <sup>TH</sup> 09.30-15.30 EXPLORING SOCIAL AND EMOTIONAL DEVELOPMENT APRIL 15 <sup>TH</sup> 09.30-15.30 COMMUNITY OF ENQUIRY:PHILOSOPHY AND PEDAGOGY					

PRIVATE STUDY/DISSERTATION SUPERVISION SESSIONS ARE FOR STUDENTS TO PLAN AND MANAGE AUTONOMOUSLY AND IN CONJUNCTION WITH DISSERTATION SUPERVISORS. WE REALISE YOU WILL HAVE PERSONAL AND WORK COMMITMENTS TO PLAN IN, BUT WE DO ENCOURAGE YOU TO TAKE EVERY OPPORTUNITY TO PLAN YOUR READING, RESEARCH AND WRITING ON THE DAYS WHEN TAUGHT SESSIONS HAVE NOT BEEN SCHEDULED.

## **6. Timetable**

Timetables are currently being prepared and will be sent to you as soon as they are ready, in conjunction with the information about module choices.

## 7. Useful links

- [Academic Handbook](#)
- [Accommodation](#)
- [Additional Costs](#)

Additional costs are any mandatory or optional expenses, in addition to tuition fees, that need to be paid for by students to fully participate and complete their studies.
- [Admissions Policy](#)
- [Bike Shelters](#)

Once you are on campus and have collected your student ID card you will be able to request access to the various bike shelters around our campuses.
- [Campus Maps & Met Rider](#)
- [Cardiff Met News](#)
- [Cardiff Met Sport & Facilities](#)
- [Cardiff Met SU](#) *including Freshers information & wristbands*
- [DBS](#)

If your programme involves you coming into contact with children and young or vulnerable people then you will have been asked to carry out a criminal records check as part of your offer.
- [Occupational Health](#)

To comply with current Health & Safety legislation, all Cardiff Met students undertaking a healthcare-related programme at Cardiff School of Sport & Health Sciences (involving a clinical placement component), are required to participate in a mandatory Occupational Health Screening assessment. Additionally, certain courses are also required to adhere to the Department of Health's immunisation and vaccination programme.
- [Student Finance](#)

For information on tuition fees, alumni discount, loans and scholarships, as well as contact information for the Student Finance Advisory Service.
- [Student Handbook](#)
- [Student Services](#)

For help during your time with us in relation to your health, welfare, lifestyle and future career. The aim is to provide you with all the support you need to ensure your studies are as enjoyable and successful as possible. Services also include counselling, disability and chaplaincy.
- [Term Dates](#)
- [Virtual Tours](#)

Have another look around our campus and facilities with our guided virtual tours