**National MA Education (Wales)**

**Supplementary Application Form**

Please ensure you complete all relevant parts of the Supplementary Application form and that your completed form is submitted with your application (your chosen University will provide guidance on how to do this). We are unable to consider applications without the Supplementary Application form.

**Part 1** (to be completed by all applicants)

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| Full Name |  |
| Application/student number |  |
| Date of Birth |  |
| Email address (this should be your primary email address and will be recorded on your EWC record) |  |
| Language of study (English / Welsh) |  |
| Teacher Reference Number (TRN) |  |
| Current position and employer |  |
| Sector (Primary / secondary / special etc.) |  |
| Date NQT induction completed |  |

**Part 2.  Statement of Support** (all applicants)

This should normally be from your Headteacher or other relevant senior colleague/manager, but may also been from another appropriate person. Wherever possible, this should be on School headed paper and uploaded along with your application for funding.

If you are asked to submit a statement of support as part of the main application process for your chosen University, you do not need to upload this again. If you are not required to upload a statement of support at another point in the admissions process, you should upload this to your application as an additional document.

**Part 3. Applicants from ITE partner schools**

If you are an applicant from an ITE partner school, please indicate here

**Part 4. Recognition of Prior Learning (RPL)**

I am applying for Recognition of Prior Learning (please indicate below)

Yes

No

If your answer is yes, please see **Appendix A** at the end of this document.

**Part 5. Indication of module preference** (all applicants)

For planning purposes, please indicate your optional specialist module preferences. Please check module preference and availability [here](https://www.cardiffmet.ac.uk/education/courses/Pages/Education-Wales-Ma.aspx).

Indicating your preference does not commit you to undertaking these modules.

Please indicate from this list which **TWO** 20 credit modules you would most likely wish to study.

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| Module Code | Semester | Module Name | Please indicate your preferred module. |
| **Term 1** | | | |
| EDM05 | Period September-January | Emotional Health, Mental Health and Wellbeing |  |
| ED-M08 | Period September-January | Exploring Pedagogies |  |
| ED-M09 | Period September-January | Inclusive Classroom Practice |  |
| ED-M11 | Period September-January | Leading and Managing Education Professionals |  |
| **Term 2** | | | |
| ED-M04 | Period January-June | Curriculum Design and Realisation |  |
| ED-M06 | Period January-June | Equity and Diversity |  |
| ED-M10 | Period January-June | Leadership and Management of ALN |  |
| ED-M12 | Period January-June | Leading Organisational Change |  |
| **Terms 2 and 3** | | | |
| ED-M01 | Period January-June | Advanced Research and Enquiry Skills | **Compulsory for all students** |

**Application Form Data sharing statement** (all applicants)

Where sponsored places on the National MA Education (Wales) programme at your first choice institution have been fully allocated, in order to enable you to engage in the National MA Education (Wales) programme and have access to the Welsh Government funding, we are able to transfer/share the full details provided on your application form with other members of the partnership with funded places available.

Please indicate below whether you are happy for us to share your application with the following universities:

Aberystwyth University

Bangor University

Cardiff Metropolitan University

Swansea University

University of South Wales

University of Wales Trinity St David

Wrexham Glyndwr University

Information may also be shared with the Education Workforce Council (EWC) for verification of applications (e.g. Teacher number and completion of induction). This is to confirm your Teacher and induction status and to confirm your eligibility for the programme and for any funding application. If you are unwilling to consent to sharing your information with the EWC, we will unfortunately not be able to take your application further.

Further information on how the University may use your data can be found at

<https://www.cardiffmet.ac.uk/about/structureandgovernance/Pages/Data-Protection---Records-Management.aspx>

I have read and agree to the terms as set out in the data sharing statement.

Name:

Date:

Applicants may choose to opt out of the data sharing process at any time by contacting [dataprotection@cardiffmet.ac.uk](mailto:dataprotection@cardiffmet.ac.uk)

**Appendix A**

**Recognition of Prior Learning (RPL)**

Applicants who hold recognised qualifications (e.g. PGCE) and/or significant professional experience may apply for that to be taken into account against the 60 credits of modules which comprise year 1 of the programme. To be eligible for consideration, applicants must provide appropriate evidence that they meet the Learning Outcomes for the modules, listed below. Please see the guidance on how to apply and what to include [here](https://www.cardiffmet.ac.uk/study/adviceforapplicants/Pages/Recognising-Prior-Learning-(RPL).aspx).

If you have a PGCE worth 60 Level 7 credits (achieved normally in the last 5 years), you do not need to map your professional learning to the Learning Outcomes below.

If you have QTS without a PGCE, or your PGCE consists of fewer than 60 Level 7 credits (i.e. obtained prior to 2019), please map your professional and/or experiential learning to the Learning Outcomes below to the value of the credits missing (e.g. if your PGCE gives you 40 Level 7 credits, you will only need to demonstrate experiential learning worth 20 credits). You should map to the module with the Learning Outcomes you feel best demonstrate your professional and/or experiential learning.

1. **Pedagogy and Practice**

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| Module Intended Learning Outcomes |
| By the end of the module the student should be able to:   1. Critically demonstrate an understanding of the importance of supporting and enhancing the achievement of all learners in their care. 2. Critically evaluate the effectiveness of a range of learning and teaching strategies by drawing on classroom-based evidence and research evidence 3. Critically select and apply the most appropriate learning and teaching strategies in order to enhance the attainment of a group of learners. 4. Engage with critical dialogues about pedagogy and practice and evidence and share their professional practice. |

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| Applicant Reflection and Evidence |
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1. **Evidence-Informed Practice**

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| Module Intended Learning Outcomes |
| By the end of the module the student should be able to:   1. Critically analyse and synthesise relevant empirical evidence, including education literature and policy documents. 2. Critically analyse and synthesise local, national and school experience data in order to gain insights into children’s achievement, progress and motivation in the process of learning, in order to inform decision-making. 3. Demonstrate knowledge of curriculum, pedagogy, assessment and inclusive practice appropriate to their specific Areas of Learning and Experience. 4. Reflect critically upon the manner in which the learning environment and resources can be structured to support effective learning. 5. Critically analyse and evaluate their own values and beliefs concerning teaching and learning in order to develop as a reflective practitioner. |

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| Applicant Reflection and Evidence |
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1. **Collaborative and Professional Practice**

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| Module Intended Learning Outcomes |
| By the end of the module the student should be able to:   1. Critically analyse and reflect on schools as learning organisations. 2. Critically evaluate a learning culture that promotes continuous Improvement to support the curriculum. 3. Apply theoretical models relating to collect and critically analyse data in relation to school improvement. 4. Critically reflect on characteristics of collaborative and professional practice. 5. Evaluate critically methods for raising standards and improving pedagogy that will enhance the quality of learning and teaching across an organisation. |

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| Applicant Reflection and Evidence |
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