

NATIONAL MA EDUCATION (WALES)

CONDITIONS OF ENTRY

Applicants must be current teachers in the compulsory education sector in Wales, and hold a PGCE, normally completed within the last 5 years.

Applicants who wish to be considered for Welsh Government Funding, must also be in years 3-6 of their teaching careers, from completion of induction.

Candidates who have less than 60 credits for the Recognition of Prior Learning, will only be able to commence the programme from **September 2022**, and will pursue modules equal to the remaining credit balance in Year 1 of the programme.

RECOGNITION OF PRIOR LEARNING

Recognition of Prior learning enables Universities to make exemptions for modules or subject areas that applicants have already 'completed', either through formal education or through professional experience and development. Successful candidates will therefore not be required to complete learning that they are recognised as already achieving. Potential applicants should, in the first instance, contact the relevant University Admissions Office for further advice.

Application Process for RPL

It is the responsibility of the applicant to submit evidence in support of their claim for Recognition of Prior Learning (RPL).

RPL applications will be assessed individually. Applicants must demonstrate that relevant learning experience has been gained as outlined below.

There are two types of RPL:

1. Applicants hold credits or an approved qualification (e.g. PGCE) (Recognition of Prior Certificated Learning (RPcL) or Credit Transfer).
2. Applicants have significant, extensive and relevant professional experience and development that can be effectively evidenced. (Recognition of Prior Experiential Learning (RPeL)).

Applicants may also use a combination of methods 1 and 2, above.

Recognition of Prior Certificated Learning (RPcL or Credit Transfer)



Prospective students holding a Postgraduate Certificate in Higher Education (PGCE ITE) are permitted to apply for recognition of prior learning (RPL) and exemption of **up to 60 credits** in Year 1 of the National Programme. Candidates will be required to submit their transcript to be considered for RPcL. Candidates who obtained a PGCE prior to 2019 will also be required to submit their QTS Learning Outcomes with their official transcript, in order for prior learning to be mapped against the modules for the National MA.

Candidates who do not have the full 60 credits of RPcL, may also apply for recognition of their professional learning and experience for the remaining credit balance. See 'Recognition of Prior Experiential Learning', below. If approved, students will therefore commence the programme in Year 2.

Candidates who have less than 60 credits of RPcL (and/or RPeL) will be required to undertake modules in Year 1 to a value which totals 60 credits when combined with an RPL. Applicants who require this will only be able to commence the programme in September 2022.

Recognition of Prior Experiential Learning (RPeL)

Applicants who wish to make an RPeL application are encouraged to contact the relevant University Admissions Office for further advice.

Applicants must complete a National MA Supplementary evidence (RPeL) **form** which includes a section mapping to the relevant Learning Outcomes (see below), requiring applicants to demonstrate how and when they have achieved these Learning Outcomes through their professional practice and development. Applicants must also submit a supporting portfolio of evidence, detailing qualifications and/or credits achieved, CPD and/or experience (further guidance on what to include is included can be found in the example at the end of this document).

The local Academic Admissions Lead for the National MA Education (Wales) and/or other appropriate role within each partner institution will make an initial assessment to determine if the applicant has sufficient relevant qualifications and/or experience to submit an application for consideration of RPL. They will provide advice and guidance to the applicant (within specified boundaries) on their application and portfolio of supporting evidence. The local Academic Admissions Lead or other role holder will ensure that applicants are fully aware of the requirements for consideration of RPL prior to application and that they understand that an application does not guarantee that exemption will be granted.

On submission of the application, the **local Academic Admissions Lead for the National MA Education (Wales)** will determine if the evidence provided



demonstrates that an applicant has met the learning outcomes of the relevant modules for which exemption is sought and make an RPL recommendation to relevant body of the Partner Institution (e.g. Matriculation Panel). The application and portfolio of evidence will not be a formal assessment and will not be marked as a standard assessment but may be returned to the applicant for further development where the decision making body feels it does not fully meet the standards required.

Where applicants **do not** evidence that they have achieved the Learning Outcomes, they may be required to undertake the module(s) in full and pay relevant tuition fees.

RPL will not apply to year 2 modules or the Dissertation, all of which must be completed.

Processing RPL Applications

Due to the nature of the process, applications for RPL may take longer to complete than standard applications, and candidates will be made aware of relevant timeframes and deadlines at first contact.

Fees and Charges

There will be no charge for RPeL applications to the National MA Education (Wales).

Modules Considered for RPL (Year 1)

Pedagogy and Practice

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.

Evidence-Informed Practice

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.

Collaborative and Professional Practice

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.

Recognition of Prior Experiential Learning (RPeL)

Applicants who wish to make an RPeL application are encouraged to contact the relevant programme Admissions Tutor for an informal discussion prior to submitting an application.

Applicants must complete a National MA Supplementary evidence (RPeL) which includes a section mapping to the relevant Learning Outcomes (see below), requiring applicants to demonstrate how and when they have achieved these Learning Outcomes through their professional practice and development. Applicants must also submit a supporting portfolio of evidence, detailing qualifications and/or credits achieved, CPD and/or experience (see example below)

EXAMPLE

A student chooses to RPL 40 credits at L7 PGCE and RPeL 20 credits based on the Modules Considered for RPL (Year 1) (aligned to the Learning Outcomes detailed on the PGCE transcript).

(1000-1500 words suggested)

Pedagogy and Practice

Module Intended Learning Outcomes

| By the end of the module the student should be able to: | Response and Evidence* |
|---|------------------------|
| 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. | |

***Response and Evidence**

Types of evidence might include:

1. Current / previous roles
2. Responsibilities
3. Record of Professional Learning
4. Evidence from Performance Management
5. Evidence from Enquiry Projects
6. Links to the 5 Professional Standards for Teaching and School Leadership



<https://hwb.gov.wales/api/storage/19bc948b-8a3f-41e0-944a-7bf2cadf7d18/professional-standards-for-teaching-and-leadership-interactive-pdf-for-pc.pdf>