

# Masters in Educational Practice (MEP)



Llywodraeth Cymru  
Welsh Government

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## Programme Summary



# Programme Summary

The MEP is a practice-based Masters programme which aims to support teachers in their initial and early professional development and, in turn, impact on classroom learning. The key elements of the programme are modules built upon current evidence of effective practice drawn from Wales and throughout the world. They focus on the three national priorities: literacy; numeracy and reducing the impact of poverty on attainment; as well as three additional core areas that have been identified as priorities for newly qualified teachers (NQTs) - additional learning needs, behaviour management and reflective practice.

The programme is distinctive because it is provided by Cardiff University School of Social Sciences, in partnership with the Institute of Education, University of London, and the universities of Bangor and Aberystwyth, ensuring that students on the programme benefit from a breadth of knowledge, expertise and resources. Graduates from this programme will have gained a substantive foundation from which they may critically evaluate contemporary educational practices, together with enhanced employability and study skills. The MEP also provides a basis for progression to further study such as a taught Professional Doctorate (EdD) or research degree (PhD).

More detailed information on the learning outcomes, content and the teaching, learning and assessment methods for each module can be found in the Module Catalogue and Programme Handbook.

## Graduates from this programme will be able to:

- > Describe, understand and explain how learning takes place;
- > Demonstrate a systematic understanding of knowledge of, and critically evaluate the evidence and methodologies on which educational policies and practices are based;
- > Apply their knowledge and skills and show originality in their thinking by tackling both familiar and unfamiliar problems;
- > As appropriate, evaluate, synthesise and interpret data, and be able to collect, evaluate, synthesise and interpret data in the form of a project or dissertation;
- > Apply understanding of current thinking in relation to the key professional learning areas (child development, literacy, numeracy, reducing the impact of poverty on attainment, Additional Learning Needs, behaviour management, reflective practice, leading learning and action enquiry);
- > Analyse, critique and develop their own and others' practice;
- > Improve the outcomes for children and young people;
- > Engage in and eventually lead professional learning communities within and between schools as defined by the National PLC Model;
- > Plan and sustain their professional development throughout their career;
- > Demonstrate high level academic and personal skills applicable to their own research or scholarship, such as writing, oral presentations, problem solving and group work, and the use and application of information technologies in, for example, literature searches, research methods, and data analysis and presentation.

## How the programme will be assessed

Assessments are carefully designed and structured so that, on the one hand, they provide a driver for learning and engagement and, on the other, enable students to demonstrate that learning outcomes have been met. As appropriate to the module, and across the programme as a whole, the following in-course assessments are used:

- > essay assignments
- > on-line assessments
- > reports or portfolios
- > oral presentations
- > placement reports
- > a dissertation or extended project

Some assessments are formative and do not count towards the final mark, and others are summative. Feedback will be provided on all assessments. Individual written feedback, and as appropriate, other forms of feedback such as oral feedback and generic feedback will be provided on summative assessments. Similarly, feedback will be provided on formative assessments.

## Other skills that will be practised and developed

Students will acquire and develop a range of valuable 'employability' skills. Skills will include (i) the ability to collect, analyse and interpret a range of complex data, (ii) appropriate research skills (iii) the ability to communicate and present ideas and findings in a variety of ways, for example, in writing, and orally (iv) ability to problem solve, and work individually and in groups (v) ability to critically reflect on practice.

<b>Teaching Institution</b>	Cardiff University
<b>Location of Study</b>	Work-based
<b>Teaching Partner(s)</b>	Institute of Education, University of London, Universities of Aberystwyth and Bangor
<b>Accredited by</b>	n/a
<b>Exit Point Award(s)</b>	Certificate (60 credits) Diploma (120 credits) Master's (180 credits)
<b>Home School</b>	Cardiff School of Social Sciences
<b>Contributing School(s)</b>	n/a
<b>Minimum Duration</b>	Three years
<b>Starting Point(s)</b>	January
<b>Mode of Study</b>	Part-time

## How the programme will be delivered

The programme is structured around and draws on day-to-day classroom practice. It is a work-based, experiential professional learning programme, the MEP is supported by:

- > On line and face-to-face support from HEI tutors and External Mentors including one-day lecture events;
- > Collaborative work with fellow programme participants and other professionals/experts within their school and outside their school;
- > Meetings on an individual and group basis, supported by programme tutors and External Mentors;
- > Self-directed tasks and individual study time;
- > Online and virtual collaboration to carry out relevant tasks and access resources electronically; and
- > Professional Learning Communities within, between and across schools.

The majority of the content of the programme will be delivered through on line professional learning resources and relevant research evidence including, for example, case studies of effective professional practice within Wales and from the wider international community. To support and ensure the highest professional standards a network of External Mentors will be deployed locally and nationally who will support learning opportunities and participants' engagement, advising on workplace-related learning activities.

## What is expected of students

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Students are expected to attend briefing events, lectures, and tutorials both virtually and face-to-face. A programme of study at Master's level comprises about 1,800 hours of study, including classroom-based research, independent and mentor-guided study, preparation and writing up of assessments. This translates to 150 hours for a 15 credit module, and 600 hours for a 60 credit module.

Students are expected to adhere to the Cardiff University policy on Dignity at Work and Study, which can be found here:

<http://www.cardiff.ac.uk/govrn/cocom/equalityanddiversity/dignityatwork/index.html>

## How we will support you

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Students are provided with a programme handbook which gives full details of the programme such as aims, learning outcomes and overall structure, and information on assessment including assessment deadlines. Detailed module information including details of learning and assessment tasks is provided in advance of the start of each module.

All modules within the programme make extensive use of Cardiff University's Virtual Learning Environment (VLE) Learning Central, on which students will find programme materials, links to related materials and information on assessment.

Students will be allocated an External Mentor who will support them in undertaking reflective activities, and act as a source of constructive critical feedback on ideas and strategies which the student engages with in order to complete the learning and assessment tasks. Just as importantly, by having knowledge of the work being undertaken by individual participants, they manage opportunities for participants to work together and provide peer-feedback. External Mentors will provide ongoing support, guidance and advice to their mentees, including on-line and face-to-face support to individuals, groups and clusters. They will give feedback on plans to carry out the learning tasks and work in progress, giving constructive critical advice and liaise with university staff regarding any issues of progression and management of workload.

All students on the MEP will have access to a personal tutor whom they may contact regarding personal circumstances that impact on their ability to engage with the programme.

## Other information

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All students have membership of the National Union of Students

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