Postgraduate Programme Specification

Session	2025/26	**Last Modified**	April 1, 2025
Named Award Title	MEd Educational Studies		
Award Title for Each Award	MEd Educational Studies PG Dip Postgraduate Diploma in Combined Studies PG Cert Postgraduate Certificate in Educational Studies		
Date of Approval	March 2023		
Details of Cohort Applies to	September 2023		
Awarding Institution	University of the West of Scotland	**Teaching Institution(s)**	University of the West of Scotland
Language of Instruction & Examination		English	
Award Accredited by		N/A	
Maximum Period of Registration		uthorised Interruption Guidance notes (uws.ac.uk)	
Duration of Study			
Full-time	1 year	**Part-time**	
Placement (compulsory)	N/A		
Mode of Study	☒ Full-time ☐ Part-time		
Campus	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☒ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)
School	**Education and Social Sciences**		
Divisional Programme Board	**Education**		
Programme Leader	Dr Xiao Qu		

Admissions Criteria

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

Appropriate Undergraduate Qualifications:

Applicants will typically possess a degree or equivalent. In the absence of a degree, where entry requirements do not conform to the general entry requirements, other evidence can be considered on an individual basis in line with Regulations 2.13 – 2.36 (Recognition of Prior Learning – RPL / Recognition of Credit).

Candidates must have a teaching qualification or equivalent, or a first degree in the broad area of education or a first degree in another discipline but with substantial content relating to education.

Other Required Qualifications/Experience

English language requirement: The official UWS requirement for postgraduate taught programmes – as advertised.
Desirable:
IELTs average standard of 6.5 or equivalent with no component under 6.0

Further desirable skills pre-application

Relevant professional experience (teaching, leading or supporting learning).
Competency in ICT; literacy and numeracy skills.

General Overview

General Overview
Building on a strong and diverse portfolio of Level 11 awards, the UWS School of Education and Social
Studies is offering this new full time MEd Educational Studies to be delivered face-to-face from September 2023. This award will offer a range of newly designed modules and will lead to the generic award of MEd Educational Studies (with exit points at PG Cert and PG Dip).

The MEd Educational Studies is offered as a one-year full time hybrid programme with compulsory face-to-face components delivered over three trimesters.

The MEd Educational Studies aims to develop highly knowledgeable and skilled practitioners with the capacity to function at an advanced level and lead enhancement projects within their workplace. The programme will enable students to build on existing knowledge and skills and to develop both academically, personally and professionally. This approach is underpinned by the principles of career long professional learning, which emphasises the importance of a continuous process of development supported by meaningful engagement with academic scholarship, professional dialogue and critical reflection on experience. The programme will equip students with the knowledge, understanding and skills that will enable them to take positions of responsibility within their workplace. In addition, the programme will provide students with a solid foundation from which to venture into doctoral study, if they wish.

At UWS London an intercultural perspective informs all levels of the learning community. This approach
encourages students to reflect on their own practice and make connections to international contexts,
promoting a deeper understanding of the world and the impact they can have on it. This helps students to become more well-rounded and culturally sensitive, as well as prepares them for

a globalised world where diverse perspectives and cross-cultural communication are increasingly important. By integrating an intercultural perspective into all aspects of their education, our students can be better equipped to navigate a rapidly changing world and make a positive impact in their communities.

The MEd Educational Studies has three key principles at its core:
a) Inclusion and Diversity;
b) Education, Innovation and Technology; and
c) Policy and Social Justice.

These three principals are underlying themes that run through all modules on this programme. This innovative and inclusive approach takes a holistic lens of education, reflecting the diverse and ever-changing needs of society. The focus on Inclusion and Diversity recognises the importance of creating an inclusive and equitable learning environment that respects and celebrates the unique backgrounds and perspectives of all students. The emphasis on Education, Innovation and Technology highlights the crucial role that emerging and evolving technology and innovation play in shaping the future of teaching and learning communities.

Finally, the emphasis on Policy and Social Justice emphasises the importance of critically understanding policies that support social justice, rights, equity, and sustainability. Thus, with these three key principles, our new programme aims to provide students with the skills, knowledge, and perspectives needed to make a positive impact in their local communities and the world at large.

Additionally, to ensure all students are supported to maximise their success as a scholar and communicator, all students will engage in academic skills activities built into the programme throughout their studies.

Following successful completion of the Master of Education, participants may wish to consider work at
doctoral level (SCQF Level 12).

Typical Delivery Method
Face to face on campus
Online

Any additional costs
None

Graduate Attributes, Employability & Personal Development Planning
The programme is fully aligned with institutional priorities around the development of UWS graduate attributes, with a view to supporting students to develop a range of academic, personal and professional attributes during their course of study (as detailed in UWS Graduate Attributes). It is also aligned to the University policy on personal development planning. Personal development is embedded within modules, with participants having regular opportunities to reflect on progression and development.

Work Based Learning/Placement Details
Work-related learning is addressed in the programme through the provision of opportunities to tailor the

learning to meet workplace related needs, and to actively explore links between professional experiences, theoretical perspectives, and research findings. A focus on the implications and applicability of the knowledge and skills acquired during the programme will encourage students to consider ways to use their learning to enhance practice in their workplace.

Attendance and Engagement

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this programme, academic engagement equates to the following:

Attending timetabled classes online and on campus
Completing learning tasks each week on AULA
Activitely participating in learning activities in class and outside the class
Completing assessment in time (both formative and summative assessments)

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

Learning Outcomes

SCQF LEVEL 11 - Postgraduate Certificate (PgCert) Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate detailed and critical knowledge and understanding of educational theories, concepts and principles of education.
A2	Demonstrate critical awareness of current research and scholarship in the broad field of education.
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Apply a wide range of strategies to critically evaluate theory, research, policy and practice in the field of education.
B2	Develop a critical understanding of the practical and ethical challenges educators encounter in developing and evaluating practice in the broad field of education.
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Demonstrate enhanced skills for presenting and appraising evidence of educational practices.
C2	Apply ICT skills within the academic programme to support the effective application of learning; access online materials and participate in online learning activities.
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Identify information of relevance to the programme content and evaluate its purpose, credibility, and usefulness.
D2	Use insights from theory and research to develop proposals and make recommendations that can lead to enhanced practice in field of education.
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Demonstrate commitment to professional development and lifelong learning.

E2	Use critical reflection to evaluate and enhance one's own practice.
E3	
E4	
E5	

Postgraduate Certificate (PgCert) Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Postgraduate Certificate (PgCert) Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
11	EDLR11004	Global Perspectives on Education	20	☒	☐	☐	
11	EDLR11007	Research and Pedagogy	20	☐	☒	☐	
11	EDLR11010	Education for Sustainability	20	☐	☒	☐	Module subject to availability
11	EDLR11011	Inclusive Leadership Practices	20	☐	☒	☐	Module subject to availability
11	EDLR11012	Philosophy of Education	20	☐	☒	☐	Module subject to availability
11	EDLR11013	Research Design in Education	20	☒	☐	☐	
11	EDLR11014	Sociology of Childhood	20	☐	☒	☐	Module subject to availability
11	EDLR11016	Becoming Critical in Education	20	☒	☐	☐	
Footnotes for Option Modules							

Level 11- Postgraduate Certificate (PgCert) **Criteria for Award** *Please refer to UWS Regulatory Framework for related regulations*
Refer to Guidance note. Students will be eligible to exit with the award of Postgraduate Certificate of Education Studies upon successful completion of any three modules (a minimum of 60 credits) listed above as option modules. No Distinction is awarded at PgCert level (Regulation 3.25). Students will undertake the core module of Research Design in Educationand Pedagogy in their second first term and all students on the programme will be expected to undertake it. In practice, students will undertake Research Design in Educationand Pedagogy in their first second term along with Becoming Critical in Education, and Global Perspectives on Education. two other choice modules. They will undertake Research and Pedagogy in their second term, which is not core to the PgCert award but is core to the PgDip and MEd awards. They then choose two out of four optional modules in their second term. The PgCert can be awarded without core modules being successfully passed, so this may be an exit point for students after the second first term. It is important to note from the outset that Research and Pedagogy is core to the PgDip and MEd awards, however.

SCQF LEVEL 11 - Postgraduate Diploma (PgDip) Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate extensive and critical knowledge and understanding of the theory and research evidence underpinning the development of policy and practice in the field of education.
A2	Demonstrate extensive and critical knowledge and understanding of theories and methods used to critically analyse, interpret, and synthesise concepts and principles relating to educational research in the field of education.
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Develop and demonstrate effective use of appropriate strategies and skills to independently investigate and critically evaluate evidence in relation to educational theory, research, policy and practice in the field of education.
B2	Demonstrate creativity in the application of theoretical concepts and research evidence to address issues affecting practice in the field of education.
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Retrieve, interpret, and critically analyse information produced by scholars, policy makers, and practitioners working in the field of education.
C2	Lead group discussions and provide a balanced overview of debates on topics in the field of education.
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Analyse, synthesise and present information from a variety of different sources in a rounded, coherent and convincing argument.
D2	Use insights from theory and research to explore opportunities to develop practitioner enquiry and or research proposals to enhanced practice in the field of education.
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Use initiative, cultural awareness, and interpersonal and leadership skills to contribute to effective teamwork and collaborations.

E2	Demonstrate and apply professional values and confidence, when dealing with conflicting priorities and complex situations.
E3	
E4	
E5	

Postgraduate Diploma (PgDip) Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	EDLR11007	Research and Pedagogy	20	☐	☒	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Postgraduate Diploma (PgDip) Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	EDLR11004	Global Perspectives on Education	20	☒	☐	☐	
11	EDLR11010	Education for Sustainability	20	☐	☒	☐	Module subject to availability
11	EDLR11011	Inclusive Leadership Practices	20	☐	☒	☐	Module subject to availability
11	EDLR11012	Philosophy of Education	20	☐	☒	☐	Module subject to availability
11	EDLR11013	Research Design in Education	20	☒	☐	☐	
11	EDLR11014	Sociology of Childhood	20	☐	☒	☐	Module subject to availability
11	EDLR11016	Becoming Critical in Education	20	☒	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 11- Postgraduate Diploma (PgDip) **Criteria for Award** *Please refer to UWS Regulatory Framework for related regulations*
There is no progression within stages at SCQF Level 11. Students will be eligible to exit with the award of Postgraduate Diploma in Educational Studies upon successful completion of the core modules Research and Pedagogy, plus any five named option modules – a total of 120 credits. Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26

SCQF LEVEL 11 – Masters Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate comprehensive and critical knowledge and understanding of issues and debates within education and of research-informed ways to respond to them.
A2	Demonstrate comprehensive and critical knowledge and understanding of the main aspects of research methodologies utilised within education.
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Demonstrate originality and creativity in the choice of topic and methodology when planning and conducting a research project within a specific area of education.
B2	Utilise knowledge and a range of techniques and instruments of enquiry to plan and implement a research project within a specific area of education.
B3	Retrieve, interpret, critically analyse, evaluate and synthesise information from a variety of sources regarding effective pedagogical approaches.
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Utilise a range of communication and numeracy skills to support the planning of research or pedagogical approaches.
C2	Utilise a range of writing and presentation skills to disseminate research findings or communicate lesson plans.
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critically review theory and research within education with a view to identifying gaps and frame a research project or pedagogical approach that can address them.
D2	Critically analyse, evaluate and synthesise existing evidence relating to education and new evidence.
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Exercise substantial initiative and autonomy in framing, planning, implementing and disseminating the findings of a research project.
E2	Exercise substantial autonomy and initiative in the management of learning targets and resources.
E3	Effectively manage complex ethical and professional issues.
E4	

E5	

Masters Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	EDLR11007	Research and Pedagogy	20	☐	☒	☐	
11	EDLR11015	Critical Discourse in Pedagogy & Practice	60	☐	☐	☒	Module subject to availability
11	PGES11001	Master's Dissertation	60	☐	☐	☒	Module subject to availability
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Masters Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	EDLR11004	Global Perspectives on Education	20	☒	☐	☐	
11	EDLR11010	Education for Sustainability	20	☐	☒	☐	Module subject to availability
11	EDLR11011	Inclusive Leadership Practices	20	☐	☒	☐	Module subject to availability
11	EDLR11012	Philosophy of Education	20	☐	☒	☐	Module subject to availability
11	EDLR11013	Research Design in Education	20	☒	☐	☐	
11	EDLR11014	Sociology of Childhood	20	☐	☒	☐	Module subject to availability
11	EDLR11016	Becoming Critical in Education	20	☒	☐	☐	
Footnotes for Option Modules							

Level 11- Masters **Criteria for Award** ***Please refer to UWS Regulatory Framework for related regulations***
Students will be eligible to exit with the award of Master of Education (MEd) Educational Studies upon successful completion of the two core modules (Research and Pedagogy, EDLR 11007 Master's Dissertation or Critical Discourse in Pedagogies and Practices) plus any five option modules – a total of 180 credits. In practice this will usually involve simply adding the 60-credit EDUC11064 Master's Dissertation or Critical Discourse in Pedagogies and Practices to the requirements for the PgDip award outlined above. The exit title is Master of Education (MEd) Educational Studies. Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26)

Regulations of Assessment
Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework. An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework. To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies
There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61). For students studying at Level 11, they will normally be eligible for an exit award of PgCert / PgDip / Masters in Combined Studies.

Version no: 1

Change/Version Control

What	**When**	**Who**
New template	April 2025	X Qu