

University of the West of Scotland

Postgraduate Programme Specification

Session: 2021/22

Last modified: 23/06/2021 13:09:35

Status: Pending

Named Award Title:	MEd Early Years
---------------------------	------------------------

Award Title for Each Award:	MEd Early Years PG Dip Early Years PG Cert Early Years
------------------------------------	---

Date of Validation:	April 2017
Details of Cohorts Applies to:	

Awarding Institution/Body:	University of the West of Scotland
Teaching Institution:	University of the West of Scotland
Language of Instruction & Examination:	English
Award Accredited By:	
Maximum Period of Registration:	
Mode of Study:	Full Time Part Time
Campus:	Ayr Dumfries Lanarkshire London Paisley Distance/Online Learning

School:	School of Education & Social Sciences
Programme Board	Education
Programme Leader:	Conny Gollek

Admission 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 Qualification

The University's general entry requirement for admission to a taught postgraduate programme is an undergraduate degree. Participants will typically have a first degree and work experience within the educational sector.

Other Required Qualifications/Experience

Applicants will be considered with other academic, vocational or professional qualifications deemed to be appropriate by the programme leader.

There shall be a reasonable expectation that any person admitted to the programme will be able to fulfil its educational aims and learning outcomes of the programme and achieve the standard required for the award (UWS Regulation 2.2).

Admission with Prior Learning

An applicant who has successfully completed a programme of certificated learning at a recognised UK awarding institution shall be considered for admission with specific credit, at an appropriate point on the programme of study for which entry is being sought. For example, credit from a partially completed postgraduate programme of study (relevant to early years education) may be imported in line with the maxima allowed (UWS Regulation 2.24) and with the approval of the programme leader.

Please note, in line with UWS Regulation 2.24, the following maxima for importing credit to postgraduate awards will apply:

- Postgraduate Certificate 30 points at SCQF level 11
- Postgraduate Diploma 60 points at SCQF level 11

In considering each application for admission to a programme of study, evidence shall be sought of personal, professional and educational qualifications and/or experiences that provide indications of ability to meet the demands of the programme (UWS Regulation 2.3). As such, applicants will be required to supply a reference in support of their application to join the programme. Applicants will need to ensure, in good time, that their referee is willing and able to write a reference (letter of recommendation) on their behalf.

Applicants whose first language is not English must provide official proof that they meet the English language requirements specified in Section 2.12 of the University Regulatory Framework.

Further desirable skills pre-application

The participants will normally have 2 years' experience in an early learning and childcare context which will allow them to contextualise learning.

General Overview

The MEd Early Years has been developed in response to sector needs, professional body requirements and Scottish Government priorities. The sector needs are for education at Masters level are captured in Siraj and Kingston's (2015) review of the 'Scottish Early Learning and Childcare (ELC) Workforce and Out of School Care (OSC) Workforce' which looked at the future of early years pedagogy and practice, as part of setting the foundations for future learning and the importance of highly qualified and knowledgeable practitioners in all ELC settings who lead learning and sensitively support families.

The Masters Early Years is in line with GTCS Standard for Registration (2013) and SSSC Standard for Childhood Practice (2015) this qualification is primarily aimed at professionals working in the Early Learning and Childcare sector in its widest definition (school and early learning and childcare settings, health and social work) It is assumed all students will normally have 2 years relevant experience on which to draw as part of the learning and teaching and assessment strategy. The content of the Masters Early Years covers includes:

1. Participation and Children's Rights
2. Supporting Professional Development
3. Early Years Pedagogy
4. Early Intervention: Policy and Practice
5. Supporting and Developing Language and Literacy
6. Educational Research

Prior to moving on to the Dissertation.

It meets the needs of as part of the Scottish RUK and of the international students.

Graduate Attributes, Employability & Personal Development Planning

The programme is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. The mapping of programme and module learning outcomes, and employability-integrated assessment, ensures the visibility of graduate attributes, employability and citizenship competencies. Personal and professional development is embedded and explicitly signposted in the curriculum. Students are provided with regular opportunities to capture and evaluate progression and development, stimulating reflection, self-regulation and a more constructive engagement with employability. It is recognised that personal and development planning (PDP) is an essential component of lifelong learning and continuing professional development.

Students will be encouraged to use feedback, evidence, reflection and goals throughout their studies directly linked to their learning journey. This facilitates student engagement with processes that may form part of their

professional career, such as reflecting on their developing levels of competence and showcasing their work for future employers.

Employability is developed throughout the programme. Our UWS Education Enabling Plan (2015- 2020) seeks to 'ensure that our graduates will be highly employable and able to make a difference locally and globally'. This plan underpins activity in growing and supporting work-based learning and practice placements, in extending opportunities for peer education and peer assisted learning, and in creating credit bearing volunteering.

Building on this alignment, Early Years at UWS has sought to embed pedagogy for employability across the teaching and learning in its programmes as part of the course design process (HEA, 2012). Seeing students as 'active partners in the educational process' (HEA, 2012, p. 30), is also closely aligned to the kind of critical pedagogy that sits at the core of teaching and learning in this professional area, across all sectors of engagement. Thus, the Higher Education Academy Framework for Embedding Employability in Higher Education (HEA, 2016) offers a coherent and robust structure and process for enhancing students' employment prospects in Community Education/CLD.

Work Based Learning/Placement Details

The Masters will assume that students bring some practical experience of working in early learning and childcare. The nature of this may vary, however, needs to be sufficient enough for them to be able to reflect on relevant professional standards and to apply practice and theory to current or previous workplace or as part of scenario learning.

See also for Work Based Learning: <https://www.uws.ac.uk/current-students/supporting-your-studies/your-rights-responsibilities/student-policies/>

Engagement and Attendance

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time.

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

In addition to the general expectations outlined above, specific engagement and attendance requirements are set out via individual module handbooks. Each handbook also includes a detailed module timeline so as to enable learners to manage their study time accordingly; to plan and review their progress against timescales and deadlines at regular intervals. In this respect, attention is drawn to the 'student learning hours' assigned to study at this level (as indicated via individual module descriptors) and any learner who faces challenges in keeping pace with individual module requirements should notify the relevant module tutor. Seeking support and advice from the programme leader is also encouraged. Online engagement and attendance is monitored regularly and it is vital that any learner who is unable to access the virtual learning environment and/or engage with coursework requirements for over one (working) week should notify the appropriate member of staff, immediately, so that support and advice can be offered (as required based on individual circumstances).

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality and Diversity Policy](#)

Aligned with the overall commitment to equality and diversity, the programme supports equality of opportunity for students from all backgrounds and with different learning needs. Using VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The programme complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

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

A. PG Cert**Learning Outcomes (Maximum of 5 per heading)**

Knowledge and Understanding	
A1	Demonstrate a critical understanding and critical knowledge of a range of specialised theories, principles and concepts aligned to research in early years
A2	Critically evaluate conceptual issues of -strategic importance in relation to current issues in early years in general and in particular to participation and rights as part of sustainability.
Practice - Applied Knowledge and Understanding	
B1	Critically reflect on the range of specialised skills, techniques and practices that are at the forefront of practices in early years.
B2	Demonstrate originality or creativity in the application of knowledge, understanding and/or practices in early years related .
B3	Critically reflect on the knowledge of organisational, and collaborative decision making skills within an emerging and multi-disciplinary environment.
B4	Demonstrate effective reflective skills appropriate to professional practices.
B5	Show how knowledge and understanding of how early years can integrate theory and practice across a range of professional levels and contexts.
Communication, ICT and Numeracy Skills	
C1	Demonstrate enhanced skills for presenting and appraising evidence of practices in early years
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	Demonstrate effective engagement with literature search systems.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Apply critical analysis, evaluation and synthesis to issues which are at the forefront of, or informed by, developments in the subject area of early years
D2	Identify, conceptualise and define new and abstract problems and issues develop original and creative responses that are aligned to early years.
D3	Analyse challenging situations within early years and apply evidence-based pedagogy to assess and propose how to lead change in these situations.
Autonomy, Accountability and Working With Others	
E1	Display highly developed organisational, and collaborative decision making skills within the learning environment.
E2	Draw on critical reflection on own and others' roles and responsibilities in relation to practice.
E3	Demonstrate substantial autonomy and initiative in professional and equivalent activities

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
11	EDUC11098	Participation and Children's Rights	20				

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

11	EDUC11096	Early Intervention: Policy and Practice	20				
11		Early Language and Cognition *	20				
11	EDUC11095	Early Years Pedagogy	20				
11	EDUC11125	Supporting Professional Development Level 11	20				

* Indicates that module descriptor is not published.

Footnotes

The option bank modules are typically scheduled for delivery during either Term 1, 2 or 3 (not all), subject to attracting a viable cohort and other variable factors which the programme team is required to take into consideration. Therefore, the foregoing list is indicative of the modules which make up the options bank with the actual delivery schedule of modules drawn up and confirmed annually.

Criteria for Progression and Award

B. PG Dip

Learning Outcomes (Maximum of 5 per heading)

Knowledge and Understanding	
A1	Demonstrate a critical understanding and critical knowledge of a range of specialised theories, principles and concepts aligned to research in early years
A2	Critically evaluate conceptual issues of strategic importance in relation to current issues in early years.
A3	Demonstrate a critical understanding and critical knowledge of approaches to research including ethical practice appropriate to early years.
Practice - Applied Knowledge and Understanding	
B1	Critically reflect on the range of specialised skills, techniques and practices that are at the forefront of practices in early years.
B2	Demonstrate originality or creativity in the application of knowledge, understanding and/or practices in early years.
B3	Critically reflect on the knowledge of organisational, and collaborative decision making skills within an emerging and multi-disciplinary environment.
B4	Demonstrate effective reflective skills appropriate to professional practices.
B5	Show how knowledge and understanding of how early years can integrate theory and practice across a range of professional levels and contexts .
Communication, ICT and Numeracy Skills	
C1	Demonstrate enhanced skills for presenting and appraising evidence of practices in early years
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	Demonstrate effective engagement with literature search systems.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Apply critical analysis, evaluation and synthesis to issues which are at the forefront of, or informed by, developments in the subject area of early years
D2	Identify, conceptualise and define new and abstract problems and issues develop original and creative responses that are aligned to early years.
D3	Analyse challenging situations within early years and apply evidence-based pedagogy to assess and propose how to lead change in these situations.
Autonomy, Accountability and Working With Others	
E1	Demonstrate substantial autonomy and initiative in professional and equivalent activities.

E2	Display highly developed organisational, and collaborative decision making skills within the learning environment.
E3	Draw on critical reflection on own and others' roles and responsibilities in relation to practice.

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
11	EDUC11067	Educational Research	20				

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
11	EDUC11096	Early Intervention: Policy and Practice	20				
11		Early Language and Cognition *	20				
11	EDUC11095	Early Years Pedagogy	20				
11	EDUC11125	Supporting Professional Development Level 11	20				

* Indicates that module descriptor is not published.

Footnotes

The option bank modules are typically scheduled for delivery during either Term 1, 2 or 3 (not all), subject to attracting a viable cohort and other variable factors which the programme team is required to take into consideration. Therefore, the foregoing list is indicative of the modules which make up the options bank with the actual delivery schedule of modules drawn up and confirmed annually.

Criteria for Progression and Award

C. Masters

Learning Outcomes (Maximum of 5 per heading)

Knowledge and Understanding	
A1	Demonstrate a critical understanding and critical knowledge of a range of specialised theories, principles and concepts aligned to research in early years
A2	Critically evaluate conceptual issues of -strategic importance in relation to current issues in early years .
Practice - Applied Knowledge and Understanding	
B1	Show how knowledge and understanding of how early years can integrate theory and practice across a range of professional levels and contexts.
B2	Apply the skills required for a substantial research study that has appropriate conceptual and methodological perspectives and professional justification in relation to early years.
B3	Engage with a comprehensive study of background reading that identifies the relevant theoretical and analytical perspectives and deals critically with the arguments raised in relation to early years.
B4	Plan and execute a significant project of research, investigation or development which relates to and may contribute to current approaches in relation to early years .
Communication, ICT and Numeracy Skills	
C1	Demonstrate enhanced skills for presenting and appraising evidence of practices in early years
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	Demonstrate effective engagement with literature search systems.
C4	Develop original and creative responses to problems and issues associated with research methods
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Apply critical analysis, evaluation and synthesis to issues which are at the forefront of, or informed by, developments in the subject area of early years
D2	Identify, conceptualise and define new and abstract problems and issues develop original and creative responses that are aligned to early years.
D3	Analyse challenging situations within early years and apply evidence-based pedagogy to assess and propose how to lead change in these situations.
Autonomy, Accountability and Working With Others	
E1	Demonstrate substantial autonomy and initiative in professional and equivalent activities and specifically related to research related to early years research.
E2	Draw on critical reflection on own and others' roles and responsibilities in relation to practice.
E3	Deal with complex ethical and professional issues relating to a specialist area within early years, and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
11	EDUC11064	Masters Dissertation	60				

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

* Indicates that module descriptor is not published.

Footnotes

Criteria for Award

Students must successfully complete all core and required option modules to achieve the 180 credits required to graduate with an MEd Early Years provided that they meet the current regulation on award of degrees.

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.

Changes

Changes made to the programme since it was last published:

Update to current regulations following programme review in 2021.
Change to programme leader.

Version Number: 1.02