Postgraduate Programme Specification

Session	2026/27	**Last Modified**	June 2026
Named Award Title	MEd Education Studies (Named Specialism)		
Award Title for Each Award	MEd Education Studies (Named Specialism) PG Dip Education Studies (Named Specialism) PG Cert Education Studies (Named Specialism)		
Date of Approval	29 May 2026		
Details of Cohort Applies to	September 2026 onwards		
Awarding Institution	University of the West of Scotland Yes	**Teaching Institution(s)**	University of the West of Scotland Yes
Language of Instruction & Examination		English	
Award Accredited by			
Maximum Period of Registration		6 years	
Duration of Study			
Full-time		**Part-time**	Yes
Placement (compulsory)			
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	TBC		

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).

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
Candidates must have:
• A teaching qualification or early years 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; or
• Relevant work or professional experience or completion of an appropriate programme of study for which prior knowledge and skills have provided an appropriate foundation, including a compulsory element of independent work.

Other Required Qualifications/Experience
English language requirement: the official UWS requirement for postgraduate taught programmes - as advertised. An IELTs average standard of 6.5 or equivalent with no component under 6 is desirable. Recognition of Prior Learning
Graduates of the UWS PGDE Primary or Secondary who gained level 11 credits in the course of their PGDE will be able to enter the programme with advanced standing as follows:

• Those who have gained 40 level 11 credits by completing the PGDE module EDUC11090 PGDE School & Professional Studies (L11) can import those credits directly into the programme provided that the Programme Leader is satisfied that the summative assessment submitted for EDUC11090 makes an appropriate contribution to the achievement of the learning outcomes associated with the programme.

• If a further 20 level 11 credits have been accrued as part of the PGDE programme through the completion of the level 11 optional module EDUC11086 Critical Self Evaluation and Development, the credit from this module can also be imported into the programme in line with the UWS Recognition of Prior Learning (RPL) process (UWS Regulatory Framework, Chapter 2).

• Please note: In line with UWS Regulation Chapter 2: 2.24 which stipulates the maximum credit that can be imported by stage into a postgraduate programme, and while all 40 level 11 credits of EDUC11090 might ultimately count towards the PG Dip stage of the programme, only 20 credits can count towards the PG Cert. Furthermore, while all 40 level 11 credits of EDUC11090 plus the 20 level 11 credits of the option module EDUC11086 Critical Self Evaluation and Development might ultimately count towards the PG Dip stage of the programme only 20 of these 60 credits can count towards the PG Cert.

PGDE Primary or Secondary graduates of other Universities who gained level 11 credits in the course of their PGDE may also have their academic credit considered for transfer into the MEd Education Studies (Named Specialism) in line with the UWS Recognition of Prior Learning (RPL) process (UWS Regulatory Framework, Chapter 2); this will involve scrutiny of the applicant's formal academic transcript, other validated supplementary information/evidence (as required) and consideration of the 'currency' of knowledge accrued as part of a programme of study.

Other Required Qualifications/Experience

Further desirable skills pre-application

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

General Overview

Building on a strong and diverse portfolio of Level 11 awards, UWS School of Education and Social Sciences has offered this, online MEd Education Studies (Named Specialism) programme since September 2020. The MEd Education Studies (Named Specialism) programme is offered with exit points at PG Cert, PG Dip and MEd for awards from one of six named specialisms:

- MEd Education Studies
- MEd Education Studies (Inclusion)
- MEd Education Studies (Early Years)
- MEd Education Studies (Leadership)
- MEd Education Studies (Creativity)
- MEd Education Studies (Mental Health and Education)
- MEd Education Studies (Curriculum Enhancement)
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The MEd Education Studies (Named Specialism) is offered as a three-to-six-year, part-time programme. The MEd Education Studies (Named Specialism) aims to develop highly knowledgeable and skilled practitioners with the capacity to function at an advanced level (SCQF level 11) and lead enhancement projects within their workplace. The programme will enable participants 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 participants with the knowledge, understanding and skills that will enable them to take positions of responsibility within their workplace. In addition, the programme will provide participants with a solid foundation from which to venture into doctoral study, if they wish.

The programme incorporates a strong global, national and local dimension with focus on relevant developments in education. All modules are comparative in nature and seek to prepare participants for the international knowledge economy that requires global professionals and citizens. Furthermore, the programme provides participants with many opportunities to share practice and insights relating to the education systems of which they have experience.

Teaching, Learning and Assessment

The MEd Education Studies with named specialisms is designed for teachers and other professionals working in educational contexts with learners aged three to adult. It is taught by tutors who are specialists in their field and who have considerable experience in successfully supporting learners in Masters level study (and beyond). The programme is designed to enable career-long professional learning; participants on previous UWS Masters in Education programmes have used their study and qualifications gained to evidence Professional Update (GTCS, 2014) and support applications for promoted positions.

A distinctive feature of this programme is the element of module choice offered to participants who are looking to complete a postgraduate certificate, postgraduate diploma or full Master of Education award. With a range of named specialisms from which to choose, participants can shape their own programme of study by selecting modules that best address their professional learning needs and align to their professional context. Participants can choose to complete a specialist programme of study (with named specialism as listed above) or choose more broadly from the module options available for an award of Education Studies. The MEd Education Studies (Named Specialism) is taught, administered and supported entirely through the University's Virtual Learning Environment (VLE). As such, participants are able to come together from across the globe. Learning in such a context enables the participant to have flexibility in their working patterns – the places and times at which they engage with study. The use of the VLE enables asynchronous learning, as participants engage with their fellow learners and tutors through online learning and discussion forums. Learning is directed by the module tutors through task sheets (often set weekly) that guide students to critically reflect upon academic readings, videos, blogs, policy documents, and so on. The task sheets provide the focus for online asynchronous discussion with colleagues via the discussion forums. By working in this way, the programme team seek to foster a community of professional practice, embracing a social constructivist model of online learning.

Recognising that not all the participants will be familiar with the UWS VLE, an online induction and familiarisation process is included in the teaching of the first module. This is intended to help build participant competence and confidence in accessing e-books and journals, using the UWS library remotely and accessing the wide range of support services available to UWS participants. All module sites have been designed to meet the requirements of the UWS Accessibility Statement.

Formative and summative assessments are included in all modules. Module assessment is designed in such a way as to enable participants to closely align the assessment to their professional context; students are often required to formulate their own assignment title. Assessments are also designed to enable: regular opportunities for peer feedback; mid module formative feedback from the module tutor; and summative feedback that provides clear guidance for participants on progress made and next steps. Across the modules, students are offered assessment across a range of modes e.g. essays, reports, multimedia submissions or the submission of a digital portfolio. Assessment details are published in each module descriptor (available via the UWS website) and on the relevant module sites from the outset. All modules are designed, taught and assessed at SCQF Level 11.

Following successful completion of the MEd Education Studies programme (with or without a named specialism), participants may wish to consider work at doctoral level (SCQF Level 12).

Typical Delivery Method

Distance learning - online

Any additional costs

Graduate Attributes, Employability & Personal Development Planning

The programme is fully aligned with institutional priorities around the development of graduate attributes and with the University policy on personal development planning. Personal development is embedded within modules and named specialisms, with participants having regular opportunities to reflect on progression and development. Graduate attributes are aligned with "I am UWS" (*Universal, Work Ready and Successful*) . Students can typically expect to develop academic, personal and professional skills achieve through completion of the programme. These include, critical thinking, research and collaborative skills, resilience, autonomy and other skills to better prepare you for professional working life I the 21st century.

Work Based Learning/Placement Details

This Programme relates to a participant's existing professional context and fits within the University's definition of work related learning (WRL). That is to say, participants on the programme will already be working in an education related context.

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:

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, Diversity and Human Rights Code.

The programme is aligned to equality and diversity consistent with UWS policy as seen above. The programme supports equality of opportunity for students from all backgrounds and with different learning needs. In all the modules on the programme the VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. This 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)

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 / inclusive education / leadership in education / early years education/ mental health in education/ creativity and curricular enhancement.
A2	Demonstrate critical awareness of current research and scholarship in the broad field of education / inclusive education / leadership in education / early years education/ mental health in education/ creativity / curricular enhancement.
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 / inclusive education / leadership in education / early years education/ mental health in education/ creativity / curricular enhancement.
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	Communicate complex ideas in written and oral form for a wide range of audiences.
C2	Participate and take the lead in group discussions and debates on topics in the broad field of education.
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 / inclusive education / leadership in education / early years education/ mental health in education/ creativity / curricular enhancement.
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	
11	PGES11003	Critical Issues Across Education	20	☒	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Postgraduate Certificate (PgCert) Modules

SCQFLevel	Module Code	Module Title	Credit	T1	T2	T3	Footnotes
11	PGES11007	Health & Wellbeing Across Learning	20	x	x		
11	PGES11008	Literacy across Learning	20	x	x		
11	PGES11009	Numeracy Across Learning	20	x	x		
11	PGES11005	Creativity Across Learning	20			x	
11	PGES11006	Creative Pedagogies	20			x	
11	PGES11004	Expressive Arts Practice	20			x	
11	PGES11010	Early Years Pedagogy	20	x	x		
11	PGES11012	Early Language & Cognition	20	x	x		
11	PGES11011	Participation and Children's Rights	20	x	x		
11	PGES11013	Inclusive Practice	20	x	x		
11	PGES11014	Autism Spectrum	20	x	x		
11	PGES11015	Dyslexia	20		x		
11	PGES11016	Leadership - Vision and Values	20	x	x		
11	PGES11018	Leadership – Working with Teams	20	x	x		
11	PGES11017	Leadership - 'School' Improvement	20	x	x		
11	PGES11019	Mental Health in Education	20	x	x		
11	PGES11020	Stress Management in Education	20	x	x		
11	PGES11021	Interpersonal Relationships and Communication	20	x	x		

Level 11- Postgraduate Certificate (PgCert)
Criteria for Award
Please refer to UWS Regulatory Framework for related regulations

(i) The option bank modules are typically scheduled for delivery during either Term 1, 2 and 3 (not all terms) although some specialisms, for instance, Inclusion do offer a choice of modules in Term 2. All modules are subject to attracting a viable cohort and other variable factors which the programme team is routinely 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. Please contact the programme leader for further information. Typically, Leadership, Mental Health and Education and Inclusion attract viable cohorts.

(ii) If a participant decides to exit at this stage the award upon successful completion of three 20-credit modules will be as follows. Participants who take two modules from the same named specialism plus the core module (equating to 60 credits) will be eligible to exit with a Postgraduate Certificate Education Studies (Named Specialism) as follows:

Criteria for an Award
Postgraduate Certificate Education Studies (Inclusion)

Critical Issues Across Education plus 2 of the following 3:

• Inclusive Practice

• Dyslexia

• Autism

Postgraduate Certificate Education Studies (Leadership)

Critical Issues Across Education plus 2 of the following 3:

• Leadership - Vision and Values

• Leadership – School Improvement

• Working with Teams

Postgraduate Certificate Education Studies (Creativity)

Critical Issues Across Education plus 2 of the following 3:

• Expressive Arts Practice

• Creativity Across Learning

• Creative Pedagogy

Postgraduate Certificate Education Studies (Mental Health and Education)

Critical Issues Across Education plus 2 of the following 3:

• Interpersonal Relationships and Communication

• Mental Health in Education

• Stress Management in Education

Postgraduate Certificate Education Studies (Curriculum Enhancement)

Critical Issues Across Education plus 2 of the following 3:

• Health and well-being across learning
• Literacy across learning
• Numeracy across learning

Postgraduate Certificate Education Studies (Early Years)
Critical Issues Across Education plus 2 of the following 3:
• Participation and Children's Rights
• Early Language and Cognition
• Early Years Pedagogy

Postgraduate Certificate Education Studies
Critical Issues Across Education plus a further 2 modules from those listed above.

SCQF LEVEL 11 - Postgraduate Diploma (PgDip) Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate detailed and critical knowledge and understanding of the theories, concepts and principles of education / inclusive education / leadership in education / creativity in education / mental health and education / curriculum enhancement and early years
A2	Demonstrate critical awareness of current research and scholarship in the field of education / inclusive education / leadership in education / creativity in education / mental health and education / curriculum enhancement and early years
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 / inclusive education / leadership in education / creativity in education / mental health and education / curriculum enhancement and early years
B2	Develop a critical understanding of the practical and ethical challenges educators encounter in developing and evaluating practice in the field of education.
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Communicate complex ideas in written and oral form for a wide range of audiences.
C2	Participate in group discussions and provide a balanced overview of debates on topics in the field of education / inclusive education / leadership in education / creativity in education / mental health and education / curriculum enhancement and early years
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 / inclusive education / leadership in education / creativity in education / mental health and education / curriculum enhancement and early years.
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 Diploma (PgDip) Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	PGES11002	Educational Research	20	X	X	☒	
11	PGES11003	Critical Issues Across Education	20	☒	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Postgraduate Diploma (PgDip) Modules

OPTION

SCQFLevel	Module Code	Module Title	Credit	T1	T2	T3	Footnotes
11	PGES11007	Health & Wellbeing Across Learning	20	x	x		
11	PGES11008	Literacy across Learning	20	x	x		
11	PGES11009	Numeracy Across Learning	20	x	x		
11	PGES11005	Creativity Across Learning	20			x	
11	PGES11006	Creative Pedagogies	20			x	
11	PGES11004	Expressive Arts Practice	20			x	
11	PGES11010	Early Years Pedagogy	20	x	x		
11	PGES11012	Early Language & Cognition	20	x	x		
11	PGES11011	Participation and Children's Rights	20	x	x		
11	PGES11013	Inclusive Practice	20	x	x		
11	PGES11014	Autism Spectrum	20	x	x		
11	PGES11015	Dyslexia	20		x		
11	PGES11016	Leadership - Vision and Values	20	x	x		
11	PGES11018	Leadership – Working with Teams	20	x	x		
11	PGES11017	Leadership - 'School' Improvement	20	x	x		
11	PGES11019	Mental Health in Education	20	x	x		
11	PGES11020	Stress Management in Education	20	x	x		
11	PGES11021	Interpersonal Relationships and Communication	20	x	x		

Footnotes for Option Modules: All option modules highlighted above in the Postgraduate Certificate section (PgCert) are also relevant for the Postgraduate Diploma (PgDip).

Level 11- Postgraduate Diploma (PgDip)
Criteria for Award
Please refer to UWS Regulatory Framework for related regulations

(i) The option bank modules are typically scheduled for delivery during either Term 1, 2 and 3 (not all terms) although some specialisms, for instance, Inclusion do offer a choice of modules in Term 3. All modules are subject to attracting a viable cohort and other variable factors which the programme team is routinely 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. Please contact the programme leader for further information. Typically, Leadership, Mental Health and Education and Inclusion attracted viable cohorts.

Criteria for Award

(i) Completion of three modules one of which is Critical Issues Across Education and a further two options modules plus Educational Research.

(ii) If a participant decides to exit upon successful completion of a further three 20-credit modules; Educational Research plus two other modules from the options above (not previously studied). Participants who have successfully completed at least two modules from the same named specialism plus focused on their specialism in the remaining two option modules and in the assessment of the Education Research core module (equating to 120 credits) will be eligible to exit with a Postgraduate Diploma Education Studies (Named Specialism) as follows:

Postgraduate Diploma Education Studies (Inclusion)
Critical Issues Across Education, Educational Research, choice of further modules from those listed above plus at least 2 of the following:

- Inclusive Practice
- Dyslexia
- Autism

Postgraduate Diploma Education Studies (Leadership)
Critical Issues Across Education, Educational Research, choice of further modules from those listed above plus at least 2 of the following

- Leadership - Vision and Values
- Leadership – School Improvement
- Working with Teams

Postgraduate Diploma Education Studies (Creativity)
Critical Issues Across Education, Educational Research, choice of further modules from those listed above plus at least 2 of the following

- Expressive Arts Practice
- Creativity Across Learning
- Creative Pedagogy

Postgraduate Diploma Education Studies (Mental Health and Education)
Critical Issues Across Education, Educational Research, choice of further modules from those listed above plus at least 2 of the following

- Interpersonal Relationships and Communication
- Mental Health in Education
- Stress Management in Education

Postgraduate Diploma Education Studies (Curriculum Enhancement)
Critical Issues Across Education, Educational Research, choice of further modules from those listed above plus at least 2 of the following

- Health and well-being across learning
- Literacy across learning
- Numeracy across learning

Postgraduate Diploma Education Studies (Early Years)
Critical Issues Across Education Educational Research, choice of further modules from those listed above plus at least 2 of the following

- Participation and Children's Rights
- Early Language and Cognition
- Early Years Pedagogy

Postgraduate Diploma Education Studies
Critical Issues Across Education and Educational Research plus a further 4 modules from those listed above.

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 / inclusive education / leadership in education / creativity in education / mental health and education / curriculum enhancement/ early years and of research-informed ways to respond to them.
A2	Demonstrate comprehensive and critical knowledge and understanding of the main aspects of research methodologies used within education.
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Demonstrate a contribution in terms of the choice of topic and methodology when planning and conducting a research project within a specific area of education / inclusive education / leadership in education / creativity in education / mental health and education / curriculum enhancement and early years
B2	Apply knowledge and a range of techniques and instruments of enquiry to plan and implement a research project within a specific area of education / inclusive education / leadership in education / creativity in education / mental health and education / curriculum enhancement and early years
B3	Retrieve, interpret, critically analyse, evaluate and synthesise primary and secondary data from a variety of sources.
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Apply a range of communication and numeracy skills to support the planning and undertaking of research.
C2	Apply a range of writing and presentation skills to disseminate research findings in appropriate formats suitable for a range of audiences.
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critically review theory and research within education / inclusive education / leadership in education / creativity in education / mental health and education / curriculum enhancement and early years with a view to identifying gaps and frame a research project that can address them.
D2	Critically analyse, evaluate and synthesise existing evidence relating to education / inclusive education / leadership in education / creativity in education / mental health and education / curriculum enhancement and new evidence arising from research undertaken as part of the master's dissertation.
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	PGES11001	Masters Dissertation	60	☒	☒	☒	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Masters Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	T1	T2	T3	Footnotes
11	PGES11007	Health & Wellbeing Across Learning	20	x	x		
11	PGES11008	Literacy across Learning	20	x	x		
11	PGES11009	Numeracy Across Learning	20	x	x		
11	PGES11005	Creativity Across Learning	20			x	
11	PGES11006	Creative Pedagogies	20			x	
11	PGES11004	Expressive Arts Practice	20			x	
11	PGES11010	Early Years Pedagogy	20	x	x		
11	PGES11012	Early Language & Cognition	20	x	x		
11	PGES11011	Participation and Children's Rights	20	x	x		
11	PGES11013	Inclusive Practice	20	x	x		
11	PGES11014	Autism Spectrum	20	x	x		
11	PGES11015	Dyslexia	20		x		
11	PGES11016	Leadership - Vision and Values	20	x	x		
11	PGES11018	Leadership – Working with Teams	20	x	x		
11	PGES11017	Leadership - 'School'	20	x	x		

		Improvement					
11	PGES11019	Mental Health in Education	20	x	x		
11	PGES11020	Stress Management in Education	20	x	x		
11	PGES11021	Interpersonal Relationships and Communication	20	x	x		

Footnotes for Option Modules: All option modules highlighted above in the Postgraduate Certificate section (PgCert) are also relevant for the Postgraduate Diploma (PgDip).

Level 11- Masters
Criteria for Award
Please refer to UWS Regulatory Framework for related regulations

Criteria for Award

(i) Participants who successfully complete the dissertation and who have met the relevant named specialism requirements outlined above, are eligible to exit with the MEd Education Studies. If a participant wishes to exit with a MEd Education Studies with a named specialism award, they must have:

- Successfully completed at least two modules from their chosen named specialism plus the two core modules with a focus on their specialism.
- Successfully completed the Educational Research module with a focus that is relevant to their named specialism; and
- Successfully completed the Dissertation module with a focus that is relevant to their named specialism.

Participants who meet the three requirements listed above will be awarded, in accordance with their named specialism, as below:
MEd Education Studies (Inclusion)
MEd Education Studies (Leadership)
MEd Education Studies (Creativity)
MEd Education Studies (Mental Health and Education)
MEd Education Studies (Curriculum Enhancement)
MEd Education Studies (Early Years)

Should a participant successfully complete four 20-credit modules (plus Critical Issues across Education, Educational Research and the Dissertation), not having taken at least two modules from a named specialism or focussed on a specialism in the remining option modules, they would be eligible to exit with an award of Master of Education (Education Studies).

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
Transfer to new template	July 2025	A Killen