

University of the West of Scotland

Postgraduate Programme Specification

Session: 2023/24

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Status: Proposal

Named Award Title:	MEd Educational Studies
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Award Title for Each Award:	MEd Educational Studies PG Cert Postgraduate Certificate Educational Studies PG Dip Postgraduate Diploma Educational Studies
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Date of Validation:	March 2023
Details of Cohorts Applies to:	September 2023 cohort

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:	2
Mode of Study:	Full Time
Campus:	London

School:	School of Education & Social Sciences
Programme Board	Education
Programme Leader:	Xiao Qu

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 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

For applicants whose first language is not English, the University sets a minimum English Language proficiency level. General English language requirements at UWS:

IELTS

International English Language Testing System (IELTS) Academic module (not General Training)

overall score 6.0

no skill below 5.5

The qualifications below must have been gained within two years of the start of your course.

TOEFL IBT

TOEFL IBT*: 78; no sub-test less than:

Reading: 17;

Listening: 17;

Speaking: 17;
Writing: 17

For international students, the Home Office has confirmed that the University can choose to use TOEFL to make its own assessment of English language ability for visa applications to degree level courses. We therefore still accept TOEFL tests taken in the last two years for admission to this programme.

Common English language equivalents

All stated English tests are acceptable for admission for both home/EU and international students for this programme:

CAE (Cambridge Certificate of Advanced English): 176 overall; no sub-test less than 169

CPE (Cambridge Certificate of Proficiency in English): 176 overall; no sub-test less than 169

Trinity College London Integrated Skills in English: ISEII with the minimum of a Pass in all sub-tests

PTE Pearson Academic English: An overall score of 59 to 64 with no element below 59 (for programmes that require IELTS 6.0 with no element below 5.5). An overall score 65 to 75 with no element below 65 (for programmes that require IELTS 6.5 with no element below 6.0)

West African Senior School Certificate of Education (WASSCE)

West African Senior School Certificate of Education (WASSCE) including acceptance of WAEC Scratchcard* C6 or above in English

*UWS will accept a WAEC scratchcard confirming that an applicant has achieved C6 or above as evidence of meeting English language requirements from Nigeria if the student graduated within the last 5 years. After 5 years applicants would be required to provide the WAEC Certificate.

The UWS English Language Entry Test

Further desirable skills pre-application

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 in hybrid mode with compulsory face-to-face elements 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.

This new Masters programme has three key principles at its core: a) Inclusion and Diversity; b) Education, Innovation and Technology; and c) Policy and Social Justice. These three principles are underlying themes that run through all modules of 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, this 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.

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

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 and named specialisms, 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.

Engagement

In line with the **Academic Engagement 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 the relevant learning platform, and complete assessments and submit these on time.

Where a programme has Professional, Statutory or Regulatory Body requirements these will be listed here:

In line with the Academic Engagement 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 the relevant learning platform, and complete assessments and submit these on time.

Where a programme has Professional, Statutory or Regulatory Body requirements these will be listed here:

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

Equality and Diversity

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

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 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.
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.

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.

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.

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.

Core Modules

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

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
		Becoming Critical in Education					
		Education for Sustainability					
		Global Perspectives on Education					
		Inclusive Leadership Practices					
		Philosophy of Education					
		Research and Pedagogy					
		Sociology of Childhood					

* Indicates that module descriptor is not published.

Footnotes

Criteria for Progression and Award

Students will be eligible to exit with the award of Postgraduate Certificate in Educational Studies upon successful completion of any three modules (a minimum of 60 credits) listed above as option modules.

Note about the sequence of modules:

Students will undertake the core module of Research Design in Education in their first term and all students on the programme will be expected to undertake it. This is not core to the PgCert award, but is core to the PgDip and MEd awards. In practice, students will undertake Research Design in Education in their first term along with Becoming Critical in Education, and Global Perspectives on Education. They will undertake Research and Pedagogy and 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 term. It is important to note from the outset that Research Design in Education is core to the PgDip and MEd awards, however.

B. PG Dip
Learning Outcomes (Maximum of 5 per heading)

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.
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.
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.
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.
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.

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
		Research Design in Education					

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
		Becoming Critical in Education					
		Education for Sustainability					
		Global Perspectives on Education					
		Inclusive Leadership Practices					
		Philosophy of Education					

* Indicates that module descriptor is not published.

Footnotes

Criteria for Award

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 Design in Education, EDUC11064 Masters Dissertation or Critical Discourse in Pedagogy and Practices) plus any five option modules – a total of 180 credits. In practice this will usually involve simply adding the 60-credit EDUC11064 Masters Dissertation or Critical Discourse in Pedagogy and Practices to the requirements for the PgDip award outlined above.

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 an exit award of PgCert/ PgDip in Combined Studies.

Changes

Changes made to the programme since it was last published:

Version Number: 1