

C2.3 Programme Specification

Masters in Education (MEd.)

Awarding Institution	University of Gibraltar		
Teaching Location	Europa Point Campus, Gibraltar		
Programme Title	Master of Education (MEd.)		
Final Award	Master of Education (MEd.)		
Interim Awards	PGCert, PGDip		
Level of Qualification¹	7		
Mode of Delivery	FULL-TIME <input type="checkbox"/> PART-TIME <input checked="" type="checkbox"/>		
Minimum and Maximum Registration Period		Minimum registration	Maximum registration
	Full-time		
	Part-time	2 years	4 years
Recognition by Professional, Statutory or Regulatory Body	None.		
External reference points	<p>There are no Master's level benchmark statements published by the QAA for education related subjects. For the undergraduate programmes, the relevant benchmark group is 'Education Studies'. https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-education-studies.pdf?sfvrsn=3ae2cb81_5</p> <p>The programme has been aligned with the UK QAA Masters Degree Characteristics. https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement8019abbe03dc611ba4caff140043ed24.pdf?sfvrsn=86c5ca81_12</p> <p>https://www.qaa.ac.uk/quality-code/UK-Quality-Code-for-Higher-Education-2013-18</p> <p>https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf</p>		
Entry Requirements	<ul style="list-style-type: none"> • A 2:1 degree or equivalent in a relevant subject. • Applicants in possession of a 2.2 degree who have significant appropriate/relevant work/life experience may be considered by the University. 		

¹ UK Framework for Higher Education Qualifications

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	<ul style="list-style-type: none"> • Entrants must be in practice or have access to approved educational institutions wherein to practise.* • UK National Information Centre (UK ENIC) documentation must be provided for overseas qualifications to show comparability. • Proven ICT skills in word-processing, email and Internet are a requirement. Students must also be able to communicate their ideas effectively in writing, in discussions and media presentations. • If English is not the student’s first language they must have the following qualification as evidence of English language skills: <ul style="list-style-type: none"> – an IELTS score of 6.5 overall (and no less than 5.5 in any section). Appropriate English language competence must be evidenced in the form of certificated learning. • Accreditation of Prior Learning/Experience (APLE) - Students who can provide evidence of having attended similar programmes, obtained equivalent awards and/or extensive specialist experience, may be granted APLE and may be granted exemption from particular programme modules. <p>*Should any candidate once enrolled on the MEd. programme find themselves unable to access an educational institution, the University will explore possible avenues to accommodate the student. This will be done on a case-by-case basis and could involve assistance with the identification of a new placement, deferment, etc.</p>
English Language Requirements	<p>If English is not the student’s first language they must have one of the following qualifications as evidence of English language skills:</p> <ul style="list-style-type: none"> ▪ an IELTS score of 6.5 overall (and no less than 5.5 in any section). Appropriate English language competence must be evidenced in the form of certificated learning.
Faculty/Department	School of Education
Date of Initial Approval	
Date last reviewed	
<p><i>In the event of any inconsistency between the provisions of this Programme Specification and the provisions of the current University of Gibraltar Academic Regulations contained within the published Quality Handbook, the provisions of the current Academic Regulations shall prevail.</i></p>	

1. Programme Outline

The MEd. programme is a generalist master's degree which seeks to provide students with the opportunity to extend the breadth and depth of their existing knowledge and experience as members of the education profession. The MEd. programme is attractive to those wishing to enhance their knowledge and understanding of matters pertaining to the education discourse and for those wishing to further their career in education in Gibraltar and beyond.

As a postgraduate qualification the MEd. enables graduates to enhance their personal knowledge and understanding of issues and challenges relating to the field of education, to build on transferable skills and to develop personal capabilities in education pedagogy, policy and practice.

The MEd. programme welcomes graduates that have diverse and wide-ranging strengths and abilities. The programme enables students to develop in-depth and advanced knowledge informed by theory, research and professional practice.

The programme is designed as two-year part-time postgraduate degree comprising 180 credits.

2. Programme Aim/s

The main educational aim of this programme is to offer a challenging scheme of study which progresses students' ability to develop academic and practical insights into both established and emerging areas of discourse within the field of education.

The MEd. aims to enable students to:

- a. engage with fundamental questions concerning the aims, values and outcomes of education and its relationship to society;
- b. be research-informed individuals who are able to critically engage with theory, research and literature in order to identify and evaluate concepts and ideas relevant to education;
- c. appreciate the problematic nature of educational theory, policy and practice;
- d. be reflective individuals who understand practice in terms of research and policy and can develop capacity to improve their own, and that of other learners', learning experience;
- e. be reflexive individuals who co-construct knowledge with learners and other professionals;
- f. direct the movement of education policy within their professional environments;
- g. undertake an independent research project on a topic within an area of interest.

3. Programme Learning Outcomes

On successful completion of the programme the student will be able to:

<p>A. Knowledge & Understanding</p>	<ul style="list-style-type: none"> critically engage with fundamental questions concerning the constructs, aims, values and outcomes of 'education'; demonstrate critical knowledge and understanding of theories of reflection and reflexivity in relation to professional practice and personal development; critically evaluate current changes in the educational landscape and the implications of this for practice; reflect on the role of the teacher in discussions of controversial issues and draw critically on a range of educational resources to develop pedagogical strategies and policies to inform future practice; debate and evaluate international approaches towards education and curriculum.
<p>B. Intellectual Skills</p>	<ul style="list-style-type: none"> critically analyse current education-related issues, drawing on evidence from theory, policy, research and practice; critically evaluate the relationship between educational theories and professional practice; apply theories and concepts to a range of real-world educational contexts; synthesise and lucidly evaluate alternative views to commonly accepted perspectives; reflect critically on their skills, knowledge and understanding to support the development of critical thinking and understanding of the personal and professional self.
<p>C. Practical Skills</p>	<ul style="list-style-type: none"> respond flexibly to change in their practice and within their institutions; guide their institutions/places of work and colleagues towards a forward-looking teaching and learning ethos, using research and literature to underpin their ideas; have the capacity to handle ideas and scrutinize information in critical, evaluative and analytical ways; plan and carry out complex projects e.g. independent research projects; understand the significance and limitations of theory and research.
<p>D. Transferable Skills</p>	<ul style="list-style-type: none"> express, present and defend ideas clearly and unambiguously in writing and through the spoken word; actively listen and respond appropriately to the ideas of others when working cooperatively or collaboratively; take responsibility for their learning and continuous personal development; show sensitivity and respect for diverse values and beliefs and a professional commitment to ethical practices; be systematic and methodical when working on projects, when problem-solving or when developing new processes/policies.

4. Learning, Teaching and Assessment Strategy

The assessment focus throughout is at a level 7 standard. Assessment methods reflect the theoretical and practical approaches of the modules.

Assessment is an integral part of the teaching and learning process. Knowledge and understanding of the principles of assessment for learning are reflected in the approaches to assessment on the taught programme.

The assessment methods comprise both formative and summative assessment. The **formative assessment** is designed to assess student's progress and to serve as feedback to both students and lecturers. The formative assessment methods include prompt feedback on course work, individual and group feedback on participatory exercises, student presentations and case studies, as well as reflective papers. It will thus progress the students' learning and provide an opportunity to feed forward into future summative assessments. The aim of the **summative assessment** is to determine whether the student has met the relevant module learning outcomes, which in turn contribute to the overall programme learning outcomes. Feedback on formative and summative assessments will be delivered in a timely manner (typically within 20 working days) and will assist students to improve in future assessments.

Students will engage with independent and group study in a supportive framework of teaching and learning. This is presented in a variety of formats, from in-class exercises, extended essays, seminar presentations, and project work, appropriate to the level of study and the particular content of each module in the programme. Participatory learning will form the common core of all teaching and learning activities facilitating opportunities for students to engage in collaborative critical discussions and to receive peer and tutor feedback. This engagement with the process develops their appreciation of the importance of a range of approaches to assessment within the field of education in order to facilitate learning.

The assessment strategy across the MEd. programme has been designed to ensure that students are equipped with the knowledge, skills and practice experiences to drive research-informed improvements to pedagogy, policy and practice. A diversity of assessment methods will be used to assess the programme which may include:

- Commentaries
- Research-based assignments
- Presentations (individual and group)
- Case study analysis
- Videos
- Podcasts
- Reports
- Reflective Logs
- Strategic Plans
- Summative essays

Note: For formative and summative assessment information please see Appendix A (attached separately).

5. Programme content and structure

Level 7 (Year 1)

Module Code	Module Title	Credits	Semester	Compulsory or Optional
MED71500	The Foundations of Education	15	Semester 1	C
MED71501	The Reflective and Reflexive Professional*	15	Semester 1	C*
MED71502	The Reciprocity of Professionalism*	15	Semester 2	C*
MED71503	A Critical Perspective on 21 st Century Teaching, Learning and Assessment	15	Semester 2	C
MED71504	Educating for Citizenship and Diversity	15	Semester 3	C
	TOTAL	75		

*Students who have undertaken a PGCE in the previous 5 years would be exempted from these 2 modules.

Level 7 (Year 2)

Module Code	Module Title	Credits	Semester	Compulsory or Optional
MED71505	Perspectives on Curriculum and Policy	15	Semester 1	C
MED71506	Leadership and Management in Education: Theory and Practice	15	Semester 1	C
MED71507	Understanding Research in Education	15	Semester 2	C
MED71508	Independent Research Project	60	Semester 2 and 3	C
	TOTAL	105		

6. Variation/s to the Academic Regulations: Taught Programmes

None.

7. Programme credits and intermediate Awards (exit points)

Award	Credits	Credit level (FHEQ)
Postgraduate Certificate	60 credits	7
Postgraduate Diploma	120 credits	7
Master's Degree	180 credits	7

8. Career and Study Opportunities

Graduates of the MEd. programme are well placed to enhance their career in education in Gibraltar and beyond. The programme is structured to provide 'real-world learning' through tasks and projects linked to practice, offered through our partnership with education institutions and the Department of Education.

Students undertaking the MEd. are typically those wishing to further their studies after achieving an undergraduate degree with qualified teacher status or an undergraduate degree followed by a PGCE and who want to deepen their knowledge and understanding of issues related to education with a view to enhancing their personal practice, enhancing the education provision within their professional environment and be drivers of professional discourse within their associated education authority. The improvement of individuals' skills will then add value to the teaching body in Gibraltar.

The programme is linked to the Gibraltar Department of Education's aims to develop highly specialised and effective teachers as part of its education plan of 2017.

9. Programme Map (part-time)

YEAR 1				
SEMESTER 1 Sep-Dec		SEMESTER 2 Jan-Apr		SEMESTER 3 May-Aug
MED 71500 The Foundations of Education	MED 71501 The Reflective and Reflexive Professional	MED 71502 The Reciprocity of Professionalism	MED 71503 Critical Perspective on 21 st Century Teaching, Learning and Assessment	MED 71504 Educating for Citizenship and Diversity
Modules running parallel		Modules running parallel		
YEAR 2				
SEMESTER 1 Sep-Dec		SEMESTER 2 Jan-Apr		SEMESTER 3 May-Aug
MED 71505 Perspectives on Curriculum and Policy	MED 71506 Leadership and Management in Education	MED 71507 Understanding Research in Education	MED 71508 Independent Research Project	MED 71508 Independent Research Project First submission point: 31 August
Modules running parallel		Modules running consecutively		
YEAR 3				
SEMESTER 1 Sep-Dec				
MED 71508 Independent Research Project Second submission point: 31 December				

10. Assessment of Learning Outcomes

CORE MODULES

Upon completion of the program, students will be able to:

	MED71500 – Foundations of Education	MED71501 – The Reflective & Reflexive Professional	MED71502 – The Reciprocity of Professionalism	MED71503 – Critical Perspectives on 21 st Century Teaching, Learning & Assessment	MED71504 – Educating for Citizenship, Diversity & Inclusion	MED71505 – Perspectives on Curriculum & Policy	MED71506 – Leadership & Management in Education: Theory & Practice	MED71507 – Understanding Research in Education	MED71508 – Independent Research Project
A. KNOWLEDGE AND UNDERSTANDING									
Critically engage with fundamental questions concerning the constructs, aims, values and outcomes of ‘education’.	FS	FS		FS	FS	FS	F		
Demonstrate critical knowledge and understanding of theories of reflection and reflexivity in relation to professional practice and personal development.		FS	F	F	F		F	FS*	FS*
Critically evaluate current changes in the educational landscape and the implications of this for practice.	FS	F		FS	FS	FS	FS	FS*	FS*
Reflect on the role of the teacher in discussions of controversial issues and draw critically on a range of educational resources to develop pedagogical strategies and policies to inform future practice.		FS		FS	FS	F	F	FS*	FS*
Debate and evaluate international approaches towards education and curriculum.	F				F	FS	FS	FS*	FS*
B. INTELLECTUAL SKILLS									
Critically analyse current education-related issues, drawing on evidence from theory, policy, research and practice;	FS	F		FS	FS	FS	FS	FS	FS
Critically evaluate the relationship between educational theories and professional practice.	FS			FS	FS		F	FS	FS
Apply theories and concepts to a range of real-world educational contexts.	FS	FS		FS	FS	FS	F	FS	FS
Synthesise and lucidly evaluate alternative views to commonly accepted perspectives.	F			FS		F	FS	FS	FS

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Upon completion of the program, students will be able to:

	MED71500 – Foundations of Education	MED71501 – The Reflective & Reflexive Professional	MED71502 – The Reciprocity of Professionalism	MED71503 – Critical Perspectives on 21 st Century Teaching, Learning & Assessment	MED71504 – Educating for Citizenship, Diversity & Inclusion	MED71505 – Perspectives on Curriculum & Policy	MED71506 – Leadership & Management in Education: Theory & Practice	MED71507 – Understanding Research in Education	MED71508 – Independent Research Project
Reflect critically on their skills, knowledge and understanding to support the development of critical thinking and understanding of the personal and professional self.	F	FS	FS	FS	F			F	F
C. PRACTICAL SKILLS									
Respond flexibly to change in their practice and within their institutions.			FS			S		FS	FS
Guide their institutions/places of work and colleagues towards a forward-looking teaching and learning ethos, using research and literature to underpin their ideas.			FS	FS	FS	FS	FS	FS*	FS*
Have the capacity to handle ideas and scrutinize information in critical, evaluative and analytical ways.	FS	FS		FS	FS	FS	FS	FS	FS
Plan and carry out complex projects e.g. independent research projects.			FS		FS	S	S	S	S
Understand the significance and limitations of theory and research.	FS			F	F	F	FS	S	S
D. TRANSFERABLE SKILLS									
Express, present and defend ideas clearly and unambiguously in writing and through the spoken word.	FS	FS	FS	FS	FS	FS	FS	FS	FS
Take responsibility for their learning and continuous personal development.	F	FS		F	F	F	F	FS	FS
Show sensitivity and respect for diverse values and beliefs and a professional commitment to ethical practices.		F	FS	FS	FS	F	FS	FS	FS
Actively listen and respond appropriately to the ideas of others when working cooperatively or collaboratively.	F		FS	F	F	F			
Be systematic and methodical when working on projects, when problem-solving or when developing new processes/policies.	FS	F	FS	FS	F	F	FS	S	S
KEY	F	= Formative assessment	S	= Summative assessment	FS	= Formative <u>AND</u> Summative assessment			

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*For Modules 71507 and 71508, the area of focus chosen for their dissertation will determine if these are met. It is likely that most will be evident but it is dependent on the choices made by the students.