

**PASTORAL CARE, GUIDANCE AND PUPIL SUPPORT (SEPTEMBER START)
(MEd/PgDip/PgCert)**

65X3PCG1/65X3PCVX/65X3PCVZ

Duration: 24 months to PGDip level by part-time study will be the expected norm although candidates will be allowed a maximum of 36 months from their start date to reach PGDip level. Should they wish to continue to Masters and include a 12-18 month work based project/ dissertation they are required to complete their Masters degree within 84 months from their start date.

Aims: The general aims of the programme are associated with different components of advanced professional practice and postgraduate study. These are identified as:

1. critical evaluation and application of advanced professional knowledge and understanding;
2. commitment to critical self-evaluation and development;
3. enhanced and highly effective professional performance;
4. personal and professional commitment to an extended professional role and wider professional vision;
5. advocacy of change and professional action aimed at the development and improvement of practice;
6. development of professional values and knowledge through reflective and evidence-based practice;
7. working with others to bring about change and improvement to practice;
8. bridging theory and practice and critically applying and challenging research findings.

Although the majority of students will complete their programme with a MEd (at 180 credit points at SCQF Level 11) a number exit at PgDip (at 120 credit points). It will also be possible, however, for a minority of students to exit with a PgCert (at 60 credit points) as long as they have taken one guidance and one counselling based core module from the choices below. Participants must complete the two research based modules to qualify for the Postgraduate Diploma and complete a work based research project (at 60 credit points) to then qualify for their Masters in Education (Pastoral Care Guidance and Pupil Support).

Stage 1 Certificate (60 credit points)

Core Modules

One guidance based module from either

ED501U Care and Support in Action (30 credit points) (online)

ED50BZ Managing Personal Support in Schools (30 credit points) (online)

AND

One counselling based module from either

ED50CB Counselling and Mentoring Approaches in Educational Settings (30 credit points) (online)

ED502Y Mentoring in Professional Contexts (30 credit points) (generic) (online)

ED50FG or ED55FG A Counselling Approach in Educational Settings (15 credit points) (online)

Stage 2 Diploma (120 credit points)

Core Modules in addition to the requirements for Stage 1 above

Both research based modules

ED503Q or ED553Q Critical Approaches to Academic Literature (15 credit points) (online)

ED503R or ED553R Research Methods (15 credit points) (online)

In addition, students may choose one 30 credit points from the following:

ED554C Personal and Social Development, Health & Wellbeing (30 credit points) (online)

ED55CA Curriculum, Careers Guidance and Education for Enterprise (30 credit points) (online)

Stage 3

ED50PJ Dissertation or Work-based Project (60 credit points) (online)

This programme runs to a 2 year rotation for stages 1 and 2. The following courses will be offered in 2017-2018:

September 2017

ED50CB Counselling and Mentoring Approaches in Educational Settings (30 credit points) (online)

January 2018

ED554C Personal and Social Development, Health & Wellbeing (30 credit points) (online)

OR

ED553Q Critical Approaches to Academic Literature (15 credit points) (online)

and

ED553R Research Methods (15 credit points) (online)

Assessment: Formative assessment and peer sharing is a feature of all courses. Formative and summative assessments are designed to arise naturally from the course work. There is a major focus on collaborative working, self-reflection and critical thinking. Assessment relates directly to workplace applications.