

# MED (MODULAR)

## Overview

### NFQ Level 9, Major Award

The MEd is a modular programme which can be studied in a flexible timescale within a five year period. Students can design their own programme from the available modules to suit their own professional specialisation, research areas and personal interests.

A total of **120** credits (or **60** credits in the case of a holder of one of the approved postgraduate diplomas) must be accumulated before a candidate is eligible for the award of the degree of MEd.

**This page is for the MEd (Modular) 120 credit route.** See here for the MEd (Modular) 60 credit route (<https://ucc-ie-public.courseleaf.com/programmes/medm/#programmerequisitestext/>)

- Applicants are limited to studying a maximum of **30** credits in any one Semester (i.e. a maximum of **60** credits in any one year);
- In the Semester that the student is registered for the compulsory Dissertation module (ED6035 ) no other taught modules can be selected;
- All taught modules are normally completed in advance of completing the Dissertation module (ED6035 ). The topic of the dissertation must be related to an area of specialisation and/or a module area previously studied;
- If a student takes a break from studies (having completed at least one module) and wishes to re-enter the course, he/she will be required to contact the School of Education in writing by 1 April prior to returning to study. Any student who registers and withdraws from the programme (without paying fees or completing at least one module) must re-apply for the programme.

The School of Education reserves the right to change modules and to limit the number of modules on offer.

## Exit Award: Postgraduate Diploma in Education Studies (NFQ Level 9, Major Award)

Candidates on the 120 credit route who pass at least 60 credits of taught modules may elect to exit the programme and be awarded a Postgraduate Diploma in Education Studies (<https://ucc-ie-public.courseleaf.com/programmes/pdes/>).

## Exit Award: Postgraduate Certificate in Education Studies (NFQ Level 9, Minor Award)

Candidates who pass at least 30 credits of taught modules may opt to exit the programme and be awarded a Postgraduate Certificate in Education Studies. (<https://ucc-ie-public.courseleaf.com/programmes/pces/>)

## Programme Requirements

For information about modules, module choice, options and credit weightings, please go to Programme Requirements (p. 1).

## Programme Requirements

**Code**                      **Title**    **Credits**  
Students take **120** credits as follows - **90** credits of elective modules (6 x 15 credit modules) and a **30** credit dissertation.

### Elective Modules

ED6050	Sport Pedagogy in Physical Education and Youth Sport
ED6055	Children's Literature and Pedagogy
ED6056	Developing Numeracy in the Classroom
ED6059	Intersections of Identity and Practice in Inclusive Education
ED6060	Child Development, Play and Active Learning in Early Childhood
ED6067	Collaborative Practice in Educational Leadership
ED6077	Best Practices and Current Debates in Mathematics Education
ED6079	Trauma-informed Practice in Education: An Introduction

### Core Modules

Students take **30** credits as follows:

ED6035	Dissertation in Education <sup>1</sup>	30
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**Total Credits** **120**

<sup>1</sup> All students must attend the required 12 hours of research seminars, develop a detailed research proposal of 2,500 words and write a dissertation of 15,000 words. Every effort will be made to accommodate student's choice in their dissertation topic within the resources and expertise of the school. The dissertation must be submitted by mid-June of the academic year in which it is to be examined.

## Examinations

Full details and regulations governing Examinations for each programme will be contained in the *Marks and Standards Book* and for each module in the *Book of Modules*.

## Programme Learning Outcomes

### Programme Learning Outcomes for MEd (Modular) (NFQ Level 9, Major Award)

On successful completion of this programme, students should be able to:

- Specify how the variety of modules studied contributed to their continuing professional development;
- Discuss key issues pertaining to teaching, learning and education in the 21st century;
- Reflect critically on the role of the teacher in the contemporary classroom;
- Display understanding of some core relevant educational theories and perspectives;
- Source, read, understand and critically discuss relevant professional literature;
- Relate relevant professional literature, policy and research to their classroom or appropriate professional practice site;
- Design, conduct and write up a research study pertaining to some element of their professional practice;
- Discuss the complexity of the research process.