



Senate

Paper Title	Introduction of new award ‘Masters of Education’ (MEd)
Outcome requested	Senate to approve the introduction of MEd in the University’s Ordinances
Points for Senate members to note and further information	<p>The Queen Mary Academy is further developing its support to educators by introducing a new Masters, building on the existing credit-bearing programmes (CILT and PGCAP).</p> <p>This paper requests approval from Senate to introduce the award of MEd to Queen Mary ordinances, to reflect the specificity of the qualification, align with sector best practice, and meet the needs of the institution and its educators.</p> <p>Through this offer, the MEd supports Queen Mary in its alignment with OfS Condition B2 in its provision of high-quality academic experience, engagement and success for those students. In structure, the MEd will articulate to the QAA Masters Characteristics Statements, and align with the Queen Mary Academic Credit Framework and the standard Masters progression and award rules (Sect. 5, Academic Regulations).</p>
Questions for Senate to consider	n/a
Regulatory/statutory reference points	<ul style="list-style-type: none"> • OfS Condition B2 • FHEQ • QM Academic Credit Framework • QAA Masters Characteristics Statements • Queen Mary Academic Regulations
Strategy and risk	<p>Strategy 2020: <i>“We will support, develop and nurture our people so that they can be the best they can be”</i>; and, specifically, Excellence in Education: <i>“Our teachers are equipped to meet the needs of diverse learners, and can support students to achieve their full potential and be leaders in their chosen fields”</i>.</p> <p>The risk of not offering a national and international sector-wide recognised MEd is to the reputation and profile of Queen Mary.</p> <p>Without this offer, staff in Teaching & Scholarship roles will have fewer opportunities for professional career development, risking a negative impact on staff engagement and progression.</p> <p>Failure to introduce a MEd qualification may also negatively impact the delivery of sector-leading, scholarship-informed teaching and learning, the impact of which can be evidenced through our strategic KPIs and TEF impact case studies.</p>
Reporting/consideration route for the paper	If approved, the introduction of the new qualification (MEd) will need to be ratified by Council
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Background

The Queen Mary Academy offers a range of development opportunities for Queen Mary educators, including credit-bearing taught programmes (the Certificate in Learning and Teaching (CILT) and Postgraduate Certificate in Academic Practice (PGCAP)). We are introducing a Masters-level qualification to extend and complement the existing offer, which is being reviewed in order to ensure cohesion and progression. The new Masters will have a practical focus and will aim to further enhance teaching through the application of theory and scholarship to education practice.

A Professional Doctorate (EdD) is also being developed to complete the suite.

Rationale for the introduction of the MEd award to Queen Mary's ordinances

We note that adding a new award to Queen Mary's ordinances is normally not necessary as the University's existing suite of awards is fit for purpose. However, the case for an MEd is different and specific. Within the context of Education, an MEd is more practice-focused than an MA, which tends to be more theoretical and broader in application. It is a nationally and internationally, sector-wide, recognised practitioner degree for the development of Higher Education teaching practice within the FHEQ structure, and adopted by leading institutions (see for example MEd in University Learning and Teaching at Imperial College). The Queen Mary MEd will offer leading edge development of education, enhancing the reputation of the Institution.

Introducing the MEd as a progression route for colleagues following completion of the PGCAP will contribute to enhancing the provision of high-quality inclusive education at Queen Mary. As such, the MEd will provide enhanced support and development for colleagues on the Queen Mary Teaching and Scholarship career pathway. Whilst some of these colleagues may already hold an MA qualification or PhD in their own disciplines, the award of MEd uniquely facilitates and recognises their dual professionalism as researchers and educators.

As a practitioner-focused Level 7 award, the MEd will also align to and support applications for Advance HE Senior Fellowship, enabling the further development of educational leadership and recognition of teaching at this level at Queen Mary.

The MEd supports Queen Mary in its alignment with OfS Condition B2 in its provision of high-quality academic experience, engagement and success for students. In structure, the MEd will articulate to the QAA Masters Characteristics Statements, align with the Queen Mary Academic Credit Framework and align with standard Masters progression and award rules (Sect. 5, Academic Regulations).

Indicative structure

For illustrative purposes, an indicative structure follows. This is under discussion within the MEd Steering Group led by Queen Mary Academy and subject to consultation with Faculties.

Year 1	
Revised PGCAP modules – 60 credits	
Exit award: PGCert	
Year 2	
Sem A	Sem B
<p>Current and Emerging Issues for Change in Higher Education (30 credits)</p> <p>QMA directed study (with core topics and options for the mix of students)</p> <p>This aims of this module are to:</p> <ul style="list-style-type: none"> • Identify critical issues that drive higher education policy and practice; • Critically evaluate key trends in education literature; • Apply those key theoretical approaches to the analysis of and reflection on issues that affect your practice; • Critically discuss implications in theory and practice for leading or influencing the learning and teaching practices of others who teach and/or support high- quality learning. <p>The assessment will support future applications to SFHEA.</p>	<p>Methods and Methodology for Conducting Educational Research (30 credits)</p> <p>QMA directed study</p> <p>The aims of this module are to:</p> <ul style="list-style-type: none"> • Consider the aims and purposes of educational research and the role of the researcher; • Critically evaluate educational research methods (including data collection methods); • Reflect critically on the ethical dimensions of educational research; • Make informed methodological choices to apply within your context. <p>The assessment will be based around a research proposal leading to the next module</p>
Exit award: PGDip	
Year 3	
Action-research project (60 credits) or Impact study (30) + Action research project (30)	

Next steps / consultation

If Senate is content to approve the introduction of the new MEd award, we will embark on a consultation period with key stakeholders, in preparation for presenting the proposal via the required boards. We aim to gain new programme approval in Spring/Summer 2024 and launch the new Masters in 2025-26.

30/11/23