Please read this Handbook in conjunction with the University’s Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Head of School. This applies to the materials in their entirety and to any part of the materials.
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    8.1 Programme Specification ...................................................................................... 22
1. Welcome to the course
This course provides a supported route to a Professional Doctorate award in Education which focuses on you as researcher-practitioner developing and creating new professional knowledge and practice. The programme is relevant for practitioners in a range of educational settings.

It combines taught elements with doctoral research into your practice culminating in a doctoral thesis and oral examination. The taught modules provide a framework for research development and reflection on research-in-progress leading into the final thesis year.

These encourage you as a professional educational practitioner to develop a critical perspective, researching, enhancing and contributing to knowledge and understanding of Education. The EdD provides a framework for you to do this in an environment that respects the nature of professional educators, allowing you to contribute to your own original knowledge and understanding and to that of wider professional communities. The notion of the ‘researcher-practitioner’ or ‘scholarly practitioner’ working within, and contributing to, knowledge within communities of practice is fundamental to the award at all levels.

Learning is situated firmly with you, as a practitioner, researching and developing your own knowledge and generating impact within your organisation and for your learners. Practice-focused research, the collegial process of knowledge development, critical reflection, reflexivity around self and practice and the situatedness of professional knowledge and context are all central to the award. The structure throughout therefore involves an iterative and progressive process of constantly refining and developing your research into your practice. The culmination is the doctoral level of contributing new and original knowledge to your own and others’ professional and practitioner knowledge base (target award EdD). Through your research informed practice you will engage as part of a community of scholarly professionals in charge of generating and shaping practitioner knowledge.

At Stage 2, the programme encourages you to continue your research into and around your practice through taught modules, culminating in your doctoral thesis. The modules are constructed to allow you to move towards your final doctoral thesis in a way that recognises the importance and centrality of your work and context as a professional scholarly practitioner.

We believe you will find the whole course stimulating, challenging and an opportunity to recognise and award your professional expertise and understanding generating benefit for yourselves, your employer and your learners.

1.1 Rationale, aims and learning outcomes of the course
The programme has been designed to provide a progression route for participants on applied Education Masters awards and acknowledges the professional focus, work and knowledge of practitioners in a wide range of sectors and roles.

The core principles of the EdD are:
- Flexible progression through Stage 1 (Masters level), focusing on the development of skills and enhanced professional practice through enquiry;
- Situating the Educational Practitioner-researcher at the heart of knowledge creation: the ‘Scholarly Professional’;
- Critical reflexivity and personal, professional and practice development;
• Collaborative working with and engagement in learning and research communities of practitioners.

The EdD is defined as a doctoral programme in which participants bring a high level of research enquiry to bear within a practical context. The programme is relevant for experienced professionals and delivered part-time. The professional orientation to this programme encourages original contribution to the way in which theory is applied or knowledge created within professional educational settings.

The EdD is a significant element of postgraduate provision at UCLan, situated in the Centre for Excellence in Learning and Teaching. It contributes to sustaining a community of professional colleagues and practitioners researching, developing and applying professional educational knowledge. It provides a progression route for UCLan’s existing Masters courses in Education as well as those who have completed relevant Masters qualifications at other institutions.

The programme aims to enable participants to contribute to both theory and practice in various education sectors and to develop practitioners’ professional practice through original contributions to professional knowledge.

The EdD articulates these aims in the following statements, whereby students are expected to:

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<tr>
<td>1.</td>
<td>Create, synthesise, interpret and critique new knowledge through practitioner research and advanced scholarship</td>
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<tr>
<td>2.</td>
<td>Contribute to the enhancement and promotion of educational practice as part of your own professional development, within your communities of practice, and in its wider context</td>
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<tr>
<td>3.</td>
<td>Critically appraise and apply techniques for practitioner research and advanced academic enquiry</td>
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<tr>
<td>4.</td>
<td>Demonstrate a critical understanding of how applied research can inform, develop, and impact on professional educational practice, the educational experience and processes of change</td>
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<tr>
<td>5.</td>
<td>Communicate ideas and conclusions clearly and effectively to specialist and non-specialist audiences in professional, educational and research contexts</td>
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<tr>
<td>6.</td>
<td>Reflect critically upon the inter-relationships between policy, research, theory, and developing professional practice</td>
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The Programme Learning Outcomes address the 4 areas of ‘Knowledge and Understanding’, ‘Subject-specific skills’, ‘Thinking Skills’ and other skills relevant to employment, which characterise the concept of a professional practitioner contributing through research to the advancement of both knowledge and practice. They also comply with the objectives of the Research Skills Council and you will find a statement articulating how the programme elements map onto vitae in the appendix.

The Programme Learning Outcomes are given below in detail.

By the end of the EdD, participants will be able to:

1. Demonstrate a critical understanding of theoretical and philosophical approaches to the generation and creation of knowledge and its application within a professional context.
2. Create new knowledge through practitioner research and advanced scholarship, contributing to the professional knowledge of your community.

3. Appraise and synthesise a substantial body of knowledge at the forefront of your discipline or area of practice and its application.

4. Critically evaluate the local, national and international contexts in which applied educational research takes place, is funded and evaluated.

5. Critically appraise standards of good research practice in your organisation and/or discipline and apply them in the context of your own research.

6. Understand the nature, process and application of research models and theories and reflect upon their potential value in educational practice settings to enhance educational objectives, ethos and practice.

7. Critically appraise techniques for research and advanced practitioner inquiry.

8. Critically analyse information and make informed judgments on complex issues relevant to advanced professional practice, the educational context and change.

9. Demonstrate the ability to synthesise ideas and generate and communicate alternative views informed by critical argument and debate.

10. Reflect critically upon the impact of research upon practice, the organisation and the professional educator, and the relationships between them.

11. Adopt a critical, authoritative, reflexive and ethical stance towards your practice, policy and the research that informs it.

12. And you will be able to demonstrate research skills appropriate to advanced professional practice as illustrated by:

   I. the ability to engage with uncertainty in professional and research practice
   II. the ability to make complex and informed ethical judgements in relation to researching educational practice
   III. the collection, critical evaluation, presentation and use of information to inform and evaluate advanced professional practice within current political and organisational education context
   IV. advanced skills of networking, team working and project management

See Appendix 1 for the complete Programme Specification for this Course and an outline of how the course meets requirements for doctoral research skills development (Vitae). The Programme Specification shows too how individual module elements feed into the above outcomes. You will also see that the programme is structured around a core thread of research modules with practice and professional modules providing focus for reflexivity and development at Stage One, and at Stage Two you will see structure is provided by a core set of modules that complement the process of research in practice.

1.2 Course Team
The course leader is Candice Satchwell (Room ME409) Email: csatchwell@uclan.ac.uk
Tel: 3799

Other course team members are likely to include:
These and other members of academic staff from CELT act as module leaders/tutors and individual supervisors for EdD research studies.

1.3 Expertise of staff

The Team comprises a highly experienced research active team of staff, and you will be supervised by a member of staff with PhD or professional doctoral background. Members of staff across the team have particular expertise in applied educational research including large projects, survey management, qualitative and ethnographic research. The focus of research across the team embraces professional learning and development across educational sectors including research into literacy, social care, equality and diversity, and educational policy.

You will be allocated a supervisor on the basis of your research proposal. The supervisor will assume responsibility for your progress linked to completion of EH5007 and completing your doctorate research. During your final two years on the programme your personal and professional development will also be supported by the module EH5005.

As examples of team expertise see below:

Dr Candice Satchwell has taught in Further and Higher Education for many years, alongside engaging in national and international research projects in Education and Literacy. Candice has particular expertise in uses of literacy in education and in everyday life amongst different groups of people. She has studied literacy practices amongst FE students, homeless people, children, and disadvantaged young people, with an emphasis on ethnographic approaches. She also has interests in collaborative research methodologies, arts-based methods and narrative enquiry. Candice is Principal Investigator on an AHRC-funded project entitled *Stories to connect with: disadvantaged children creating phygital community artefacts to share their life-narratives of resilience and transformation* (2015-2018).

Dr Paul Doherty is based within CELT and has research expertise in student disaffection and disengagement, and in research methods and methodologies. He has carried out a number of national programme evaluations, such as Sure Start, Extended Schools and Children’s centres and worked with those supporting young people and adults involved in drug and alcohol use. Recently he contributed to the evaluation of interventions aimed at building resilience among vulnerable women in Lancashire. Currently he is involved in the evaluation of an educational and reparation project around hate crime in Merseyside. He supervises a number of students on the programme and also contributes to Level 7 research modules.

Dr Christine Hough has supervised several EdD students and has taught on the EdD course. She has undertaken a variety of projects involving qualitative methodologies. Her research has focused on areas of social science such as: Equality and Diversity in the workplace; the impact of social policy on professional practice across different providers (such as Social Services, Education and Youth Justice) and the Rehabilitation and Resettlement of BAME and Muslim offenders and their families. This experience has
provided Christine with the opportunity to apply and discover a range of different analytic tools that can be used for the analysis of qualitative data. Christine draws heavily on this experience for the content of lectures, in which she also provides examples of her own raw data and written up findings from recent research projects, to enable students to see the extent to which different tools for analysis can produce different perspectives on the findings.

1.4 Academic Advisor
You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

1.5 Administration details
Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

**Allen Building**
- Medicine
- Dentistry
- Telephone: 01772 895566
- Email: AllenHub@uclan.ac.uk

**Harris Building**
- Lancashire Law School
- Humanities and the Social Sciences
- Centre for Excellence in Learning and Teaching
- Telephone: 01772 891996/891997
- Email: HarrisHub@uclan.ac.uk

**Foster Building**
- Forensic and Applied Sciences
- Pharmacy and Biomedical Sciences
- Psychology
- Physical Sciences
- Telephone: 01772 891990/891991
- Email: FosterHub@uclan.ac.uk

**Computing and Technology Building**
- Art, Design and Fashion
- Computing
- Journalism, Media and Performance
- Engineering
- Telephone: 01772 891994/891995
- Email: CandTHub@uclan.ac.uk
1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Please check your UCLan email regularly to access updates from staff and to liaise with staff about tutorials and other course related matters.

1.7 External Examiner

The University has appointed an External Examiner (currently Dr Jonathan Tummons, University of Durham) to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. External Examiner reports will be made available to you electronically.

2. Structure of the course

2.1 Overall structure

The programme is a professional doctorate which combines work-based learning and research, alongside taught elements to support and frame professional knowledge construction and reflection. The doctorate involves completion of 7 taught modules at NQF Level 8 building up to completion of a written submission of approximately 50,000 words on your applied professional research. Target award EdD. Total credits = 360 at Level 8.

Year one (3 modules)

80 Credits: Methodologies and Methods for Professional Practitioner Research (Semester 1) and Policy and Contemporary Issues in Education (semester 2). Plus Preparing for Research and Practice module (year-long)

Year two (3 modules)
80 credits: Research Analysis and Evaluation (Semester 1) and Situating Educational Research and Practice in Organisational Settings (Semester 2), with a year-long module Theoretical Perspectives in Research and Practice, which leads into the final Doctoral Thesis. Over the final two years you will also complete The Reflexive Practitioner Researcher focusing on practitioner development and learning.

Year three

200 credits: The Doctoral Thesis (200 credits), oral examination and completion of reflective module.

To complete the EdD you must pass the taught modules, as well as completing the research element through submission of a doctoral thesis and oral exam.

The diagram below illustrates the structure of the course:

2.2 Modules available
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Modules include:
EH5000 Methodologies and Methods for Professional Practitioner Research
EH5001 Preparing for Research and Practice (double module).
EH5002 Research Analysis and Evaluation.
EH5003 Policy and Contemporary Issues in Education.
EH5004 Situating Educational Research and Practice in Organisational Settings
EH5005 The Reflexive Practitioner-Researcher.
EH5006 Theoretical Perspectives in Research and Practice
EH5007 Doctoral Thesis.

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

Summary of module content

<table>
<thead>
<tr>
<th>Module</th>
<th>Description</th>
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<tr>
<td>EH500</td>
<td>This module enables the practitioner-researcher to engage with advanced methods of critical inquiry and research (e.g. activity theory, ethnography, DWM, meta-analysis), and its value and use for generating new practitioner knowledge as well as for informing practice and practitioner development. Theories addressed in the module will inform work-based practical application and critique of research.</td>
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<tr>
<td>EH5001</td>
<td>This module enables the practitioner-researcher to analyse and evaluate their practice research in the light of, e.g. socio-cultural and learning theory, criticality and reflexivity, situating their research from an ontological and epistemological as well as professional perspective. It will address issues of reflexivity, ethics and positionality in research, and introduce the literature review.</td>
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<tr>
<td>EH5002</td>
<td>Here the practitioner-researcher engages with advanced methods of analysis using novel and creative techniques, drawing on qualitative and quantitative approaches, and evaluation. Content will focus on analysis of practitioner research and generation of conclusions.</td>
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<tr>
<td>EH5003</td>
<td>The module provides participants with a theorised understanding of the policy process and a conceptual repertoire to critically analyse the development of education policy. It examines the emergence of education policy with reference to systems models, theories and models of the policy process and policy discourses to provide a framework for a critical analysis of the development of education policy and its influence.</td>
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<tr>
<td>EH5004</td>
<td>Education professionals are required to respond to prevailing discourses, usually policy driven, which increasingly define professional and organisational priorities. Widening participation, employability, internationalisation, raising aspirations, attainment and retention are examples of institutional policies shaped by wider discursive policy agendas. Through this module participants will critically analyse professional practice, including their own, in relation to processes of educational change and development.</td>
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EH5005 Reflection is central to the process of learning and development for the researcher-practitioner working in professional settings, developing their own and others' knowledge. The critical reflexive practitioner should in professional terms be able to direct and develop their ongoing learning and development, identify how to progress learning, knowledge and praxis, and also articulate the influence and impact upon context, the organisation and practice of their research outcomes. This module shapes this aspect of the EdD programme and provides a means of synthesising the theoretical considerations of the accompanying modules on change and impact, participants' practice and the preparation for the project.

EH5006 This module includes the incorporation of social and educational theory into the research, examining key theorists and providing opportunity to explore links with individual research projects. The module provides a space for analysis and inquiry as the participants progress their research towards the final doctoral thesis, evaluating its potential contribution to knowledge and impact for their practice and that of the organisation.

EH5007 The Doctoral Thesis leading to submission and the oral exam. This module provides the culmination of ongoing and foundation work and research by participants over the past two years of taught provision and prior to that during Masters study. The focus will be on the completion of an educational research project applied within the participant’s educational setting. This project will allow the synthesis and development of prior work but will culminate in a synthesising research project leading to original work.

2.3 Course requirements

Following discussion with the candidate and examination of existing qualifications, candidates will be required to complete module EH4120 in semester 1, prior to commencement of the EdD in January (semester 2). It allows participants to articulate their research stance through engagement with methodological theory, research paradigms and critical evaluation of methods of inquiry. The resulting work (a 3,500 word written paper followed by a 45 min (approx.) discussion) will be a starting point for the research proposal for the EdD. This module provides a ‘bridging’ opportunity between Masters level and doctoral study and is designed to support you in producing a robust proposal for your thesis. You will need to achieve a pass in this module prior to commencing the EdD. Please see the module handbook for further details.

For students for whom English is not their first language, there is a suggested requirement for IELTS 7.5.
2.4 Module Registration Options
Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules on the course.

2.5 Study Time
Enrolment normally takes place in January, following completion of EH4120 in semester one. The study year is organised into two semesters from September – February and February to August, maximising the opportunity for you to research in a way that acknowledges, and is sensitive to, the demands when researching in educational contexts.

2.5.1 Timetable
A timetable will be available once you have enrolled onto the programme, through the Student Portal.

After the intensive induction at the start, taught input will generally be on Thursday afternoon and early evenings on prearranged dates which will be issued at the start of the course. The sessions are approximately once per month, with additional taught workshops or guest speakers on additional dates. Occasionally workshops may take place on Saturdays.

Study Days are structured to provide ongoing contact that respects your busy schedule and provides the necessary input to allow you to develop your research ideas. Engaging with visiting speakers allows you to engage with wider networks and explore your research beyond the organisational and practice context. This is an important aspect of doctoral study.

During the third year of the EdD there are a few taught sessions, plus supervision with members of the supervisory team, final doctoral thesis submission, oral examination and final reflective presentation.

Respecting the nature of practitioner research, academic calendars and the nature of professional work, you can add a further ‘Write-up’ Year to your programme of study.

2.5.2 Expected hours of study
20 credits is a standard module size and equals 200 notional learning hours. Completing a part-time professional doctorate means that you will normally be employed full time with a busy programme of work. Doctoral study also involves expectations of commitment and study however, and you will be expected to undertake 10 hours of reading or study per week on average to complete the award, to inform and to develop your research and the taught input. While engaging with the doctoral thesis you will be expected to meet with your supervisors regularly. A key characteristic of the doctorate is the synthesis of structured taught elements and applied educational research undertaken by you in your practice during the period of study.
2.5.3 Attendance Requirements
You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to the Course Leader.

Attendance is important throughout the programme because it enables the active engagement in the community of peers that is central to the programme philosophy, and encourages criticality and reflexive interrogation of practice.

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to the Course Leader.

The programme has scheduled dates for study across the year to fit your working life and to ensure that you can plan for your absence and agree it with your line manager so as to minimise disruption to your work.

You are expected to attend all module contact hours and Study Days, and to contribute where required to on-line discussion. If there is a situation which means you may find it impossible to attend through illness, work commitments etc. you must contact your Course Leader immediately. If you have any problems with the programme or with assignment submissions do not hesitate to contact Candice Satchwell (csatchwell@uclan.ac.uk).

If you have not gained the required authorisation for leave of absence, you do not respond to communications from the University, and you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Normally you would be expected to negotiate and agree leave of absence with your line manager and if you are employed in a Partner Institution or UCLan you would be expected to have agreement in advance that your line manager is supporting your course participation as ‘part of your personal and professional development’. This will also be necessary if you wish to apply for any local discounts on fees.

You will also be expected to obtain your employer’s agreement and support for any research you are carrying out within your organisation. This is addressed below under ‘Ethics and Permission’.

2.5.4 Additional requirements - Ethics and Permission
The Centre for Excellence in Learning and Teaching is responsible for the management of ethical processes for taught awards at postgraduate level. For this and all professional education awards the safety and care of our learners is paramount. You must therefore ensure that you comply with BERA ethical guidelines on Education Research http://www.bera.ac.uk/publications/guidelines/ and also complete the School’s ethical process before embarking on your research project. The School has a system by which you will first obtain ethical clearance through your course, the Division and the School Research Committee.
The process aligns with university research procedures and has multiple tiers involving the Research Office as well as the Centre for Excellence in Learning and Teaching. As doctoral level research, your final research proposal will be signed off by the University Research Office towards the middle of the first year of study at Stage 2. You may also require ethical or research permission from other stakeholders, School, organisation, or Board of Governors, depending upon the nature and scope of your research.

The ethics process will be discussed with you in detail when you start the programme and at various stages throughout your study. It forms a particular element in the Research Methods and Analysis modules and Research and Practice modules. Your research proposal will be expected to include documentation for ethical clearance from an early point. For example you will be required to indicate your area of research interest upon application (transfer) and interview to ensure we have the required expertise to support you in your research, and you will submit a draft outline of your research during the year long Preparing for Research and Practice (EH5001) module in the first year of Stage 2.

As this course involves doctoral research, your research must be approved and registered by the University Research Degrees Sub-Committee.

3. Approaches to teaching and learning
3.1 Learning and teaching methods

It is appreciated that this is a part-time programme, but it is also doctoral level study and the programme will involve a minimum of 10 hrs study per week including preparation for the course, research of your own, reading and exploratory work, as well as reflective inquiry.

The programme is also about you and your practice and developing practitioner knowledge through research, so you will find the activities demanding, challenging but also stimulating as you will be engaging in research that is about you, your role, your students, their learning and your daily practice. The benefits you will accrue should be relevant to you and rewarding for your students and employer.

The programme will include regular workshops and study days over the year. Where possible these will also include invited speaker sessions to maximise the experience and opportunity in the programme to engage in and critique wider and diverse research paradigms.

Teaching and Learning activities will comprise seminars, workshops and occasional lecture input. It will primarily focus on interactive and discursive participant centred activity to ensure you are encouraged to ‘make sense’ and explore your research informed practice development. You will also be encouraged through E-learn and through assignments to continue debates and discussions beyond the classroom in the virtual environment, supported by the team where appropriate. Assignments will be especially important as they will be an opportunity for you to progress your research, synthesise and explore your knowledge and practice critically and reflexively as is appropriate for the researching professional.

Your research will be a considerable focus for your learning and development and the taught input will allow you to iteratively and progressively develop your research around your chosen area supported by peers, your supervisor and programme content.
3.2 Study skills
In addition to course level support, the University can support you with your general study skills which include WISER: [http://www.uclan.ac.uk/students/study/wiser/index.php](http://www.uclan.ac.uk/students/study/wiser/index.php)

3.3 Learning resources
3.3.1 Learning Information Services (LIS)
Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

3.3.2 Electronic Resources
LIS provide access to a wide range of electronic resources – e-journals and databases, ebooks, images and texts. All workshop resources and additional reading will be posted on Blackboard, the University's VLE.

3.4 Personal development planning
The Course is about you, your research and your practice and is therefore very much about your professional learning and development. You will have begun the course motivated by professional and personal interests and even career imperatives which are recognised in the content and nature of the award.

Nearly every module at Stages 1 & 2 will incorporate aspects of reflection or reflexivity in its delivery and assessment. The programme also has modules that specifically focus upon your professional and personal learning and development at each stage.

In Stage 2, EH5005 *The Reflexive Practitioner-Researcher*, has a particular role in the final two years of the EdD programme and includes input and structured activity to support you in reflecting, responding to and directing your professional and personal development in a supported framework. You will be encouraged to use a variety of tools within this module including logs, blogs, critical incident analysis, learning sets and critical conversation to ensure you can reflexively and reflectively learn and direct your development. Two assignments will ensure that you critically and purposefully explore your learning and development throughout the award and your development beyond it.

3.5 Preparing for your career
The professional doctorate in Education is about developing your professional self and your ability to lead and contribute to the development of work and research within your educational field. As such, this award is about career, professional and personal development and expertise and your organisational impact. It is anticipated therefore that many of you will see your careers change and develop substantially either during or as a result of this award. The team will use the taught programme and associated research events, as well as your growing confidence as a member of a research community, to maximise your engagement with a wide and diverse group of applied educational researchers giving you a rich experience and opportunities that will shape your reflection and professional growth.
4. Student Support
Support will be provided by the Course Leader on enrolment. You will be allocated to a Supervisory Team on the basis of your research interests after the start of Stage 2.

4.1 Academic Advisors
Your Academic Advisor will normally be the Course Leader. You will be able to meet with her/him at mutually agreed points during the course.

4.2 Students with disabilities
If you have a disability that may affect your studies, please let one of the course team know as soon as possible. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

4.3 Students’ Union One Stop Shop
The Students’ Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/

5. Assessment

5.1 Assessment Strategy
To gain the doctorate, candidates need to pass both the ‘taught’ and ‘research’ elements. The assessment on the EdD has been carefully planned to support and complement your research and learning, and in particular to maximise your ability to progress your individual doctoral research. You will find it is characterised by a requirement to engage in critical reflexivity and interrogation of your own research and that of others and to reflect the research planning and development cycle. Our use of the full calendar year for the award means that you can maximise periods of reduced academic demand for reflection and writing as befits a practitioner-researcher, especially given the way you may make use of your practice to situate and focus your research.

As a general rule modules will emphasise process orientations to assessment and there will tend to be a discursive assignment and writing activity to allow you to engage with appropriate critical discussion of research with peers, and to complete individual work contributing to your research development. Finally as befits doctoral work you will be expected to produce a final doctoral thesis and to defend this in an oral assessment (viva).

All Assignments on ‘taught modules’ must be completed and passed to complete each module. There are exceptions however at each stage: these comprise the initial research proposal documents and the final project thesis and oral exam. The proposals will be marked formatively before being sent for internal review. The doctoral thesis and oral exam will be accompanied by a final judgement from the examiners as outlined below:

Following the completion of the examination the examiners may recommend:

(i) that the candidate pass the research element of the award;
ii) that the candidate pass the research element of the award subject to minor amendments being made to the thesis to the satisfaction of the internal examiner;

(iii) that the candidate be referred and be permitted to resubmit the thesis for re-examination without a further oral examination;

(iv) that the candidate be referred and be permitted to resubmit the thesis for re-examination and undergo a further oral examination.

The following table shows the Modules and the assignments giving you an overview of what to expect, although these will be clarified in module handbooks:

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<th>Module</th>
<th>Title</th>
<th>Assignment/s</th>
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<td></td>
<td></td>
<td>2. Research Method Evaluation</td>
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| EH5001   | Preparing for Research and Practice (double)                        | 1. Draft Proposal  
|          |                                                                      | 2. Presentation  
|          |                                                                      | 3. Literature Review assignment                                                                   |
| EH5003   | Policy and Contemporary Issues in Education                         | 1. Presentation and Discussion                                                                    |
| EH5002   | Research Analysis and Evaluation                                     | 1. Comparative Data Analysis and Research Report                                                 |
| EH5004   | Situating Educational Research and Practice in Organisational Settings | 1. Workshop Presentation  
|          |                                                                      | 2. Case Study                                                                                     |
| EH5006   | Theoretical Perspectives in Research and Practice                   | 1. Critical Discussion  
|          |                                                                      | 2. Research Paper or Progress Report on RiP                                                       |
| EH5005   | Processes of Professional Learning in Context                        | 1. Summative reflective assignment supported by evidence of process of reflexive development  
|          |                                                                      | 2. Oral Presentation                                                                              |
| EH5007   | Doctoral Thesis                                                      | Doctoral Thesis and Oral Exam                                                                      |

5.2 Notification of assignments and examination arrangements
Submission requirements for the modules and final thesis are given in the respective module handbooks.

You should note that it is University Policy that all conventional text-based assignments should be submitted electronically through Turnitin.

The main reasons are:

(1) to allow for originality reports to be run from Turnitin;

(2) to ensure that time of submission can be reliably recorded.
The exceptions are those assignments that do not lend themselves to electronic submission, e.g. live presentations and performances, observed teaching practice, sign language assignments, interactive group work, etc.

5.3 Referencing
We are very aware that different subjects seem to follow different conventions for citing sources and constructing a list of references and/or bibliography at the end. This is an accident of history although you will find when you publish you will have to take account of many diverse conventions. The multiple nature of referencing can therefore be confusing, however it is something that you must learn to do as quickly as possible and as accurately as possible. It is essential to reference accurately and reliably at this level of study. Once you know how to do it, it will become second nature to you. In the Centre for Excellence in Learning and Teaching the convention is to use the ‘Harvard Citation System’, and there is a CELT style in RefWorks. Do not use any other referencing system (such as the end-note or foot-note system).

5.4 Confidential material
In Educational research you are required to always respect confidentiality, and to maintain the anonymity of individuals you are referring to. There are both ethical and legal reasons for maintaining anonymity and confidentiality. You should refer to the UCLan Guidance on managing research data and ethical behaviours when researching, but please also seek guidance from BERA (see website). You will be given numerous opportunities to reflect on and evaluate your ethical stance, issues and challenges with respect to your research through the early modules and whenever you discuss issues around your research. This forms an essential and central issue for you throughout the EdD and relates to your professional and personal values, organisational role and the tensions that emerge when researching your own practice. Remember anonymity and confidentiality are not the same thing! The British Medical Association (BMA) define the two as:

“Confidentiality: The principle of keeping secure and secret from others, information given by or about an individual in the course of a professional relationship.”

“Anonymised information: Information which does not, directly or indirectly, identify the person to whom it relates.”

(BMA 2005)

<table>
<thead>
<tr>
<th>Do’s</th>
<th>Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do respect the right to privacy of an individual; Do change all names to fictitious ones;</td>
<td>Don’t name individuals. Don’t include identifiable stationery in your work, such as lesson plans that include teachers’ names.</td>
</tr>
</tbody>
</table>
Do provide a statement with your assignment that all information has been anonymised;

Don’t give information away that could identify an individual, including photographs.

Do reference work accurately if information is already in the public domain and handle sensitively work not in the public domain

Do seek guidance and advice where you are unsure.

Subjective or judgemental opinions about a colleague (even when not identifiable) are not normally acceptable. This may mean that your opinion may not be able to be kept confidential under the Freedom of Information Act.

NB: Please note that by seeking guidance from your personal tutor/module tutor, you have the opportunity to ensure the work is not in breach of the guidance.

5.5 Cheating, plagiarism, collusion or re-presentation
Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. Turnitin may also be used to assist with the detection of plagiarism, collusion and re-presentation, where there is suspicion about individual piece(s) of work.

Please note that any work submitted for previous awards, e.g. a Masters in a related subject, must not be re-presented in any work submitted for the Doctorate in Education (EdD).

The assignments submitted for the taught modules on the EdD course will contribute to the final thesis, but must not be re-presented in the final submission. Students are expected to learn from and build on the work they have done for the module assessments, but the final thesis must be an independent and original piece of work.

6. Classification of Awards
The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

Annual Progression will be considered by the Programme Assessment Board. The Board will include appropriate representation from those responsible for assessing the professional competencies, the taught components and the progression on the research component of the programme. They will inform board decisions where appropriate.
Confirmation of the final award will be by the Programme Assessment Board. In confirming the award the Board will ensure that the candidate has passed both the taught and research elements of the programme.

Depending upon the outcome of the final examination you may be referred in the research element (see below and 5.1). In which case the following applies:

The Board cannot change the decision of the examiners for the research thesis (Doctoral Thesis). The Board has no powers to condone a failure of the research element. The Research and Knowledge Transfer Committee will receive notification of candidates awarded these doctorates.

In operating discretion for profiling Course Assessment for the taught components, Boards will use academic judgement and may refer to performance in core modules; the placement component, the thesis/project or other factors which have been published to students.

In the case of re-examination of the Project Thesis, the examiners may recommend:

(i) that the candidate pass the research element of the award;
(ii) that the candidate pass the research element of the award subject to minor amendments to the thesis to the satisfaction of the internal examiner;
(iii) that the candidate fail the research element of the award.

7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

You will have the opportunity to appoint a course representative who represents their fellow students’ views and opinions to the course team through SSLC meetings.
8. Appendix

8.1 Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

1. Awarding Institution / Body
   University of Central Lancashire

2. Teaching Institution and Location of Delivery
   University of Central Lancashire
   Preston Campus

3. University Department/Centre
   Centre for Excellence in Learning and Teaching

4. In and External Accreditation
   n/a

5. Title of Final Award
   Doctor of Education (EdD)

6. Modes of Attendance offered
   Part time

7. a) UCAS Code
   n/a

7b) JACS Code
   X200

7c) HECoS Code
   101088

8. Relevant Subject Benchmarking Group(s)
   n/a

9. Other external influences
   UK Professional Standards Framework
   UK Council for Graduate Education
   Vitae https://www.vitae.ac.uk/
   Joint Statement of the Research Councils’/AHRB’S Skills Training Requirements for Research Students
   QAA code of Practice Section 1

10. Date of production/revision of this form
    January 2018/May 2018

11. Aims of the Programme

1. To enable participants to make a contribution to both theory and practice in any sector of education

2. To enable participants to develop professional practice through making an original contribution to professional knowledge.

12. Learning Outcomes, Teaching, Learning and Assessment Methods
### A. Knowledge and Understanding

At the end of the programme of study you will be able to:

1. Demonstrate a critical understanding of theoretical, and philosophical approaches to the generation and creation of knowledge and its application within a professional context
2. Create new knowledge through practitioner research and advanced scholarship, contributing to the professional knowledge of your community
3. Appraise and synthesise a substantial body of knowledge at the forefront of your discipline or area of practice and its application

#### Teaching and Learning Methods

A range of teaching and learning methods will be used throughout the programme comprising: case analyses, workshops, visiting speakers, directed and independent reading, work based learning, learning sets, practice focused assignments, research supervision. Your learning will also be supported with the use of eLearn.

#### Assessment methods

Your learning will be assessed using a number of different approaches which are also designed to help you develop communication skills relevant to an advanced practitioner. These will include:

Written assignments, oral presentations and critical debate, dialogue, progression meetings and reflective logs. The final assessment includes the doctoral thesis and oral examination.

### B. Subject-specific skills

At the end of the programme of study you will be able to:

1. Critically evaluate the local, national and international contexts in which applied educational research takes place, is funded and evaluated
2. Critically appraise standards of good research practice in your organisation and/or discipline and apply them in the context of your own research
3. Understand the nature, process and application of research models and theories and reflect upon their potential value in educational practice settings to enhance educational objectives, ethos and practice
4. Critically appraise techniques for research and advanced practitioner inquiry

#### Teaching and Learning Methods

A range of teaching and learning methods will be used throughout the programme comprising: case analyses, workshops, visiting speakers, directed and independent reading, work based learning, learning sets, practice focused assignments, research supervision. Your learning will also be supported with the use of eLearn.

#### Assessment methods

Your learning will be assessed using a number of different approaches which are also designed to help you develop communication skills relevant to an advanced practitioner. These will include:

Written assignments, oral presentations and critical debate, progression meetings and reflective logs and dialogue. The final assessment includes the doctoral thesis and oral examination.
### C. Thinking Skills

At the end of the programme of study you will be able to:

1. Critically analyse information and make informed judgments on complex issues relevant to advanced professional practice, the educational context and change
2. Synthesise ideas and generate and communicate alternative views informed by critical argument and debate
3. Reflect critically upon the impact of research upon practice, the organisation and the professional educator, and the relationships between them
4. Adopt a critical, authoritative, reflexive and ethical stance towards your practice, policy and the research that informs it.

### Teaching and Learning Methods

A range of teaching and learning methods will be used throughout the programme comprising:
- case analyses, workshops, visiting speakers, directed and independent reading, work based learning, learning sets, practice focused assignments, research supervision.

Your learning will also be supported with the use of eLearn.

### Assessment methods

Your learning will be assessed using a number of different approaches which are also designed to help you develop communication skills relevant to an advanced practitioner.

These will include:
- Written assignments, oral presentations and critical debate, progression meetings and reflective dialogue.
- The final assessment includes the doctoral thesis and oral examination.

### D. Other skills relevant to employability and personal development

At the end of the programme of study you will be able to demonstrate research skills appropriate to advanced professional practice as illustrated by:

1. the ability to engage with uncertainty in professional and research practice;
2. the ability to make complex and informed ethical judgements in relation to researching educational practice;
3. the collection, critical evaluation, presentation and use of information to inform and evaluate advanced professional practice within current political and organisational education contexts.
4. advanced skills of networking, team working and project management

### Teaching and Learning Methods

A range of teaching and learning methods will be used throughout the programme comprising:
- case analyses, workshops, visiting speakers, directed and independent reading, work based learning, learning sets, practice focused assignments, research supervision.

Your learning will also be supported with the use of eLearn.

### Assessment methods

Your learning will be assessed using a number of different approaches which are also designed to help you develop communication skills relevant to an advanced practitioner.

These will include:
- Written assignments, oral presentations and critical debate, progression meetings and reflective dialogue.
- The final assessment includes the doctoral thesis and oral examination.
<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>EH4105</td>
<td>Professional Development SIM</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>EH4106</td>
<td>The Critical Professional</td>
<td>20</td>
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<tr>
<td></td>
<td>EH4107</td>
<td>Curriculum Design</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>EH4111*</td>
<td>Double Research Project (2 Modules)*</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>EH4112*</td>
<td>Triple Research Project (3 Modules)*</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>EH4118</td>
<td>Professional Writing and Communication</td>
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<td></td>
<td>EH4119</td>
<td>Developing Innovation in Teaching Learning and Assessment</td>
<td>20</td>
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<tr>
<td></td>
<td>ED4995</td>
<td>Designing and Planning Your Research Project</td>
<td>20</td>
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<tr>
<td></td>
<td>ED4003</td>
<td>Methodologies and Methods</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>EH4120</td>
<td>Planning the Doctoral Research Study</td>
<td>20</td>
</tr>
<tr>
<td>Level 7</td>
<td>TS4301</td>
<td>Action research: deconstructing practice</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TS4304</td>
<td>Contemporary Issues in Education &amp; Training (PGCE)</td>
<td>20</td>
</tr>
</tbody>
</table>
15. Personal Development Planning

Personal Development planning will take place throughout the programme and will be supported in a number of ways.

- Advice about progression through the EdD is given to participants at enrolment, on stage one at interview, transfer and programme entry, for example at either PG Diploma and MEd enrolment points, ensuring participants have a clear understanding of requirements and progression/exit options and can make appropriate career and study decisions.
- The Course has E-learn tools and learning agreements to track professional development and support annual reflection on progress to participants, and you will be encouraged to use these to track skills development against national research skills and competence statements.
- The latter research part of your doctoral study will be supported by a reflective module.
- Reflection on learning and work in progress will take place discursively within a community of practitioners throughout the award as a space for enhancing the level of criticality and reflection.
- You will meet regularly with your tutor/supervisory team as part of the reflection module in the latter two years of the programme to review your academic development and progress.
- Consolidating Research and Practice will include review of your academic, personal and professional development including theoretical understanding, a review of your research and work in progress feeding in to the final year of the doctoral thesis.
- The oral examination at the end of the doctorate provides an opportunity to reflect on your development and learning from the EdD and to plan for future and continuing professional development.

16. Admissions criteria

There are alternative entry points onto the EdD.

1. Participants will enter the programme having completed the MEd Professional Practice in Education, or will have demonstrated advanced standing through completion of equivalent
Master’s study, e.g. MA Professional Practice in Childhood and Young People or similar. Transfer to Stage Two will normally be on the basis of having achieved a Merit or Distinction in a Master’s project and completed equivalent of required Education Research modules. Participants will also be expected to complete EH4120 as a SIM to write a credible research proposal.

2. Alternatively, participants of significant professional experience may be able to demonstrate their equivalent professional experience through APEL on a case by case basis. An interview and submission of a Draft Research Outline in the form of EH4120 will form part of this entry route. This may involve requirements to complete up to 4 of the MEd modules (Research methods and project or a portfolio) depending upon level of experience and research background.

All potential participants should meet UCLan minimum qualification for entry to postgraduate study:

- a class 2:2 honours degree or equivalent
- Also
  - A teaching qualification such as PGCE or PG Cert in Learning and Teaching in HE is normally required
  - Participants will normally be employed by the University of Central Lancashire or in an associated HEI, college of FE or other educational institution and will have demonstrated ability to cope with doctoral level study through previous qualifications.
  - Participants should be an experienced educational practitioner with a minimum of 4 years’ experience.

All participants will be interviewed in relation to a proposal as formulated within the EH4120 assignment, providing an opportunity to evaluate potential to benefit and succeed at Stage 2. Interviews will include discussion of the proposed research area to ensure a fit with the team research profile and potential supervisory teams.

Non-native speakers of English need to demonstrate a level of English broadly equivalent to IELTS 7.5 or upper Band C1 on the Common European Framework. Applicants must be able to produce original certificates to prove their English language level. Please note that a UCLan English Language Examination is also available via the School of Languages & International Studies.

17. Key sources of information about the programme
- Fact Sheet
- Prospectus
- Student Handbook
- Informal discussion with course leader or members of the course team
- Course website [http://www.uclan.ac.uk/courses/professional_doctorate_in_education.php](http://www.uclan.ac.uk/courses/professional_doctorate_in_education.php)
## 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A1</td>
<td>A2</td>
</tr>
<tr>
<td><strong>STAGE 2</strong></td>
<td></td>
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</tr>
<tr>
<td>EH5000</td>
<td>Methodologies and Methods for Professional Practitioner Research</td>
<td>Comp</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>EH5001</td>
<td>Preparing for Research into Practice</td>
<td>Comp</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>EH5002</td>
<td>Research Analysis and Evaluation</td>
<td>Comp</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>EH5003</td>
<td>Policy and Contemporary Issues in Education</td>
<td>Comp</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>EH5004</td>
<td>Situating Educational Research and Practice in Organisational Settings</td>
<td>Comp</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>EH5005</td>
<td>The Reflexive Practitioner Researcher</td>
<td>Comp</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>EH5006</td>
<td>Theoretical Perspectives in Research and Practice</td>
<td>Comp</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>EH5007</td>
<td>Doctoral Thesis</td>
<td>Comp</td>
<td>x</td>
<td>x</td>
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<td><strong>LEVEL 7</strong></td>
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<td></td>
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<tr>
<td><strong>STAGE 1</strong></td>
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<td>x</td>
<td>x</td>
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<tr>
<td>EH4111</td>
<td>Double Research Project (2 Modules)*</td>
<td>O</td>
<td>x</td>
<td>x</td>
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<td>The Critical Professional</td>
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<td>x</td>
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<td>EH4118</td>
<td>Professional Writing and Communication</td>
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<td>x</td>
<td>x</td>
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<td>EH4119</td>
<td>Developing Innovation in Teaching Learning and Assessment</td>
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<td>x</td>
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<td>Course Code</td>
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<td>ED4995</td>
<td>Designing and planning Your Research Project</td>
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<td>Methodologies and Methods</td>
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<td>EH4101</td>
<td>Teaching Learning and Assessing</td>
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<td>EH4102</td>
<td>Enhancing Professional Practice</td>
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<td>EH4105</td>
<td>Professional Development SIM</td>
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<td>x</td>
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<td>EH4107</td>
<td>Curriculum Design</td>
<td>O</td>
<td>x</td>
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<tr>
<td>TS4301</td>
<td>Action Research : Deconstructing Practice</td>
<td>O</td>
<td>x</td>
<td>x</td>
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<tr>
<td>TS4304</td>
<td>Contemporary Issues in Education and Training</td>
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<td>x</td>
<td>x</td>
</tr>
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<td>EH4100</td>
<td>Introduction to Learning and Teaching in HE</td>
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<td>x</td>
<td>x</td>
</tr>
<tr>
<td>TS3301</td>
<td>Developing teaching, learning and assessment</td>
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<td>x</td>
<td></td>
</tr>
<tr>
<td>EH4120</td>
<td>Practitioner Research Propositional SIM</td>
<td>O</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
19. LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of Master of Education

A1. Demonstrate enhanced professional knowledge of their respective education environment and how it operates within the institution and more widely (to include the impact of strategy, policy and/or quality assurance for their practice).

A2. Critically review and extend their knowledge and skills of professional practice and how to improve it.

A3. Extend their knowledge of their practice and of pedagogic theory - both generic and with respect to their area of expertise - and also of how to improve it in order to enhance effectiveness.

A4. Extend and enhance professional knowledge in relation to specific educational experiences within practice setting for self and others.

B1. Evidence a professional and ethical awareness of the impact of changes to their practice taking account of context, environment and client needs to inform purposeful education research and/or actions.

B2. Apply and critically evaluate education research methods, and/or theories and concepts for the purpose of enhancing practice.

B3. Demonstrate that their practice is informed by critical understanding of the demands and issues of their own discipline or function informed by wider context and theoretical base.

B4. Evidence a scholarly and critical engagement with a broad range of appropriate education and professional literature to informing and enhancing their practice.

B5. Actively and professionally engage with and contribute to a pedagogic research community within the institution and/or sector.

C1. Synthesise new learning of education theories and concepts with that of their own practice and of their own discipline/function or role

C2. Evidence scholarly and critical engagement and professional/ethical awareness in the area of education and/or education research.

C3. Analytically question themselves, their practice and assumptions to make informed decisions based on ethical and professional awareness as well as applied research.

C4. Evidence enhanced decision-making skills, professional judgement and problem solving skills necessary for working effectively in a complex and dynamic environment.
D1. Evidence a critical reflection to identify areas to develop and appropriate actions.

D2. Demonstrate self-management through negotiation and managing time to deal with complex demands of reconciling personal and research development and practice.

D3. Work professionally and ethically with colleagues, students and others.

**Learning outcomes for the award of Post Graduate Diploma Professional Practice in Education**

A1. Demonstrate enhanced professional knowledge of their respective education environment and how it operates within the institution and more widely (to include the impact of strategy, policy and/or quality assurance for their practice).

A2. Critically review and extend their knowledge and skills of professional practice and how to improve it.

A3. Extend their knowledge of their practice and of pedagogic theory - both generic and with respect to their area of expertise - and also of how to improve it in order to enhance effectiveness.

B1. Evidence a professional and ethical awareness of the impact of changes to their practice taking account of context, environment and client needs to inform purposeful education research and/or actions.

B2. Apply and critically evaluate education research methods, and/or theories and concepts for the purpose of enhancing practice.

B3. Demonstrate that their practice is informed by critical understanding of the demands and issues of their own discipline or function informed by wider context and theoretical base.

B4. Evidence a scholarly and critical engagement with a broad range of appropriate education and professional literature to informing and enhancing their practice.

C1. Synthesise new learning of education theories and concepts with that of their own practice and of their own discipline /function or role.

C2. Evidence scholarly and critical engagement and professional/ethical awareness in the area of education and/or education research.

D1. Evidence a critical reflection to identify areas to develop and appropriate actions.
D2. Demonstrate self-management through negotiation and managing time to deal with complex demands of reconciling personal and research development and practice

D3. Work professionally and ethically with colleagues, students and others.

Learning outcomes for the award of Post Graduate Certificate Professional Practice in Education

A1. Demonstrate enhanced professional knowledge of their respective education environment and how it operates within the institution and more widely (to include the impact of strategy, policy and/or quality assurance for their practice).

B2. Apply and critically evaluate education research methods, and/or theories and concepts for the purpose of enhancing practice.

B3. Demonstrate that their practice is informed by critical understanding of the demands and issues of their own discipline or function informed by wider context and theoretical base.

C1. Synthesise new learning of education theories and concepts with that of their own practice and of their own discipline/function or role

C2. Evidence scholarly and critical engagement and professional/ethical awareness in the area of education and/or education research.

D1. Evidence a critical reflection to identify areas to develop and appropriate actions.

D3. Work professionally and ethically with colleagues, students and others.