M.Ed (Professional Practice in Education)  
2018/19  
University Main Campus - Preston  
Course leader: Candice Satchwell  

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 Dean of School. This applies to the materials in their entirety and to any part of the materials.
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1 Welcome to the course

The MEd course team would like to welcome you and wish you every success with your studies.

1.1 Rationale, aims and learning outcomes of the course

- To support experienced staff in obtaining accreditation, recognition and support for their ongoing professional development activities.
- To enhance the participants’ student learning experience by encouraging experienced staff to engage in scholarship and educational research to inform their professional practice.
- To provide opportunities for critical engagement with wider issues and education theory in respect of their own professional and / or discipline practice.
- Plus for MEd Only
  - To Enable participants to create new practitioner knowledge within own professional practice.
  - To contribute to the development of the wider education and professional community of practice through the dissemination and / or professional collaborative activity in order to share understanding, critical reflection and experience.

LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>A. Knowledge and Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
</tr>
<tr>
<td>A2. Critically review and extend their knowledge and skills of professional practice and how to improve it.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Plus for MEd Only</td>
</tr>
<tr>
<td>*A4. Extend and enhance professional knowledge in relation to specific educational experiences within practice setting for self and others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Subject-specific skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of programme, participants will be able to:</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>B2. Apply and critically evaluate education research methods, and/or theories and concepts for the purpose of enhancing practice.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>B4. Evidence a scholarly and critical engagement with a broad range of appropriate education and professional literature to informing and enhancing their practice.</td>
</tr>
<tr>
<td>Plus for MEd Only</td>
</tr>
<tr>
<td>*B5. Actively and professionally engage with and contribute to a pedagogic research community within the institution and / or sector.</td>
</tr>
</tbody>
</table>

C. Thinking Skills

At the end of programme, participants will be able to:
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.

**Plus for MEd Only**

*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.*

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

At the end of programme, participants will be able to:

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.

### 1.2 Course team

The course leader is Candice Satchwell Email: csatchwell@uclan.ac.uk Tel: 3799

The teaching sessions will be led by: Gillian Bailey Email: gbailey7@uclan.ac.uk Tel: ext 3106

You will also be allocated a personal supervisor from the education course team to oversee your dissertation project. Your supervisor will be assigned on commencement of the course.

### 1.3 Expertise of staff

Members of staff across the team have particular expertise in applied educational research. The focus of research across the team embraces professional learning and development within education; work-based learning; FE and HE sector experience; research into literacy; skills and aspects of social care, equality and diversity and educational policy.

### 1.4 Personal supervisor

The role of the personal supervisor is to offer guidance and feedback on your research project. You are entitled to a minimum of 3 personal supervision tutorials during the year and you may submit one draft of each chapter of your projects for formative feedback.

### 1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in Harris Hub which opens 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.
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.

1.7 External Examiner

The University has appointed an External Examiner 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. The School will send a sample of student coursework to the external examiner for external moderation purposes, once it has been marked and internally moderated by the course tutors.

The External Examiner for the programme is,
Dr Carol Thompson,
Course Co-ordinator Post Compulsory Education
University of Bedfordshire

External Examiner reports will be made available to you electronically.

2. Structure of the course

2.1 OVERALL STRUCTURE

The Project provides a culmination of and conversion route from the PG Diploma (Professional Practice in Education) to the Masters in Education (Professional Practice in Education). The main focus of your work during the year will be an independent research project.

2.2 Modules available

EH4111 – a ‘double’ research project of 10-12,000 words plus EH4106 – an annotated bibliography

Or
EH4112 – a ‘triple’ research project of 15,000 words plus a research presentation to peers

Support on methodology and progress is provided through tutorials, workshops and peers, but the content and research itself is generated by your own professional practice and research interests, supported by workshops and tutorials focussing on methodology, feedback on findings, drafts, etc.

2.3 Course requirements

As the MEd is research based, students should be working in a professional education context where they will be able to conduct primary practitioner research.

Progression

On completion of the MEd, students who attain a Merit or Distinction may choose to apply for study at doctorate level. Eligibility to progress to the professional doctorate (EdD) will be discussed during teaching sessions.

2.4 Study time

2.4.1 Timetable

The timetable consists of an induction day of 6 hours plus 9 workshops of 2 hours duration during the year. The workshops run jointly for participants on the double (EH4111) and triple (EH4112) module project.

For those students completing EH4106 alongside EH4111 there will be four additional 1-hour sessions to support completion of. A detailed timetable will be issued in September.

2.4.2 Expected hours of study

In addition to the induction day and workshops:

Tutorials

Your research will be supported by tutorials (either one-to-one or group) - maximum of 6 over the year, but a minimum of 3 MUST be with your supervisor over the year.

Independent research

You will be required to dedicate time to independent research, for example to reading literature, gathering and analysing research data and producing the final research project
2.4.3 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:

Candice Satchwell Email: csatchwell@uclan.ac.uk Tel: 3799

1. You are expected to attend the workshops which will provide support and structure to your research process and management.

2. You will engage in independent research supported by tutorials (either one-to-one or group) over the year. **You will be required to attend at least 3 one-to-one meetings with your supervisor over the year.**

Workshops run throughout the year (as indicated above). These will structure your research work, encourage you to share reflections on and experience of the process, methodology and to contribute to discussion of outcomes, issues and challenges with peers on the award.

After attending the first workshop, you will be expected to submit a project proposal to be agreed with the course leader. You will then be allocated to a supervisor who will support you in tutorials during the year.

**ALL** Workshops and Learning sets will be supported using E-learn materials.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if 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.

**If you are ill or cannot make a session for any other good reason, please notify your tutor (by email or telephone) before, or as soon as possible after your session so that we do not mark you as absent without good cause.**

It is recognised that this is a part-time module completed as part of your professional development and that students are working very hard alongside their study. Nevertheless, you must inform the module leader and course leader immediately should you get into difficulty with meeting deadlines, attending or completing assignments. In this way we can provide appropriate support, and if necessary explore options of intercalation or extensions.
3. Approaches to teaching and learning

3.1 Learning and teaching methods

You will attend a series of timetabled workshops as well as benefiting from the guidance of a personal supervisor. You will be encouraged to engage with peers within the MEd group and also within your own professional communities. The projects are about applied educational practitioner inquiry. It is part of the ethos of the MEd that you will benefit therefore from working collaboratively with peers; engaging in peer review of work-in-progress and peer supported reflection.

You will be encouraged to engage in a variety of activities that complement your own independent research activity, for example events sponsored or facilitated by wider professional and pedagogic networks.

3.2 Study skills

In addition to course level support, the University can support you with your general study skills which include WISER:

WISER 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, e-books, images and texts. All workshop resources and additional reading will be posted on Blackboard, the University’s VLE.

3.4 Personal development planning

For some students, the MEd is a stepping stone to doctoral research study and the award of a Merit or Distinction at Masters’ level will provide eligibility to apply for the EdD, professional doctorate award.

4. Student support

4.1 Personal supervisors
As noted above, you will be assigned a personal supervisor at the start of the course to oversee your research.

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.

5 Assessment

5.1 Assessment strategy

All assessment is by coursework as detailed above. All assignments are graded refer/pass/merit/distinction against achievement of learning outcomes.

All assignments must be passed in order to complete the MEd. Please see the timetable above for details of assignment deadlines.

As well as one-to-one meetings with your personal supervisor you may also submit one draft of each dissertation chapter for formative feedback. You should agree final dates for drafts with your SUPERVISOR before the end of May, as June/July are holiday periods and you need to plan to ensure you get feedback.

1. Only one draft per Chapter will be looked at. Upon receipt of a tutor’s comments on a draft, students are welcome to ask for further clarification or assistance with specific points but another whole draft will not be accepted.
2. All chapter drafts must be properly structured, proof read, spell-checked and referenced.
3. It is a student’s responsibility to act on guidance given by the tutor. This guidance does not guarantee a pass grade or any other indication of the final grade a piece will achieve.

Feedback on achievement of learning outcomes for each assignment will be given with consideration to the extent to which you have incorporated the following elements in your approach to achieving your objectives:

- **PEDAGOGY** – Consideration of curriculum design issues at institutional, sector and discipline level and in respect of the student learning experience
- **APPLICATION OF PEDAGOGIC LITERATURE** - critical use of pedagogic literature, curriculum design theory and concepts to inform practice
- **REFLECTION** - on your learning and professional development (informed by the input of others/literature)
SYNTHESIS – using independent thought and insight, drawing conclusions and relating the issues discussed within a professional context

5.2 Notification of assignments
Full guidance on assignment requirements will be given in class and on Blackboard. Details of assignments are also given in separate module handbooks.

5.3 Referencing
All assignments must follow Harvard referencing conventions. A comprehensive guide to this is available from the library and tutors and supervisors will also give any necessary advice on this.

5.4 Confidential material
Ethical considerations are a core component of any research project and all students will be required to complete University documentation relating to this, as well as any other documentation required by the organisation in which the research is taking place.

MEd Ethical Process

1. Complete CELT ethics pro formas from E-learn
2. Articulate clearly how you will address anonymity, confidentiality and data protection
3. Articulate how you will obtain informed consent from participants, how it will be secured, assured and maintained. Provide sample consent and information forms for approval.
4. Articulate how you will avoid or minimise undue influence / power issues / exposure, ensuring fairness and equity. How will you avoid impact and influence from you in your position as researcher and in your tutor role?
5. Show consideration in your ethics submission and later project writing of issues of bias and influence of self as researcher
6. Finally, say how long you will retain data, its storage and how/when you will destroy it

Pro formas are available in E-learn

You should submit a copy of the ethics documentation to your supervisor for approval. You must get ethical approval signed off by your Supervisor and local gatekeeper before you commence data collection.

Nb Members of staff at Uclan (especially Health) normally need to complete the MEd (taught masters) ethics process for CELT as well as the ethics requirements for the School in which they are based

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. Your final dissertation should be uploaded to Turnitin on completion.

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.

The award of MEd has 3 categories: Pass, Merit and Distinction.

7. Student feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms (for example module evaluation questionnaires) for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

7.1 Student staff liaison committee meetings

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

A course representative is a student who represents their fellow students’ views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings.
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 he/she takes full advantage of the learning opportunities that are provided. Sources of information on the programme can be found in Section 17.

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution</td>
<td>University of Central Lancashire</td>
</tr>
<tr>
<td>3. University Department/Centre</td>
<td>Centre for Excellence of Learning and Teaching</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>N/A</td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>Post Graduate Certificate in Professional Practice in Education</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Part-time</td>
</tr>
<tr>
<td>7. UCAS Code</td>
<td>N/A</td>
</tr>
<tr>
<td>8. Relevant Subject Benchmarking Group(s)</td>
<td>N/A</td>
</tr>
<tr>
<td>9. Other external influences</td>
<td>QAA level descriptors</td>
</tr>
<tr>
<td>10. Date of production/revision of this form</td>
<td>March 2018</td>
</tr>
<tr>
<td>11. Aims of the Programme</td>
<td></td>
</tr>
</tbody>
</table>
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2. To enhance the participants’ student learning experience by encouraging experienced staff to engage in scholarship and educational research to inform their professional practice.

3. To provide opportunities for critical engagement with wider issues and education theory in respect of their own professional and / or discipline practice.

**Plus for MEd Only**

4. *To Enable participants to create new practitioner knowledge within own professional practice.

5. *To contribute to the development of the wider education and professional community of practice through the dissemination and / or professional collaborative activity in order to share understanding, critical reflection and experience.

### 12. Learning Outcomes, Teaching, Learning and Assessment Methods

At the end of programme, participants will be able to:

#### A. Knowledge and Understanding

**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.

**Plus for MEd Only**

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

#### **Teaching and Learning Methods**

- Learning Sets, attendance at workshops delivered internally and externally; participation in collaborative and/or on-line development activity and training; independent learning and research, work-based experiential learning; dialogue and engagement with others in the professional community of UCLan and more widely; completion of education research methods module(s) and of an extended independent research project, work-based experiential learning, participation in a professional development programme comprising the selection and completion of 3, 6 or 9 modules over an extended period of time.

#### Assessment methods

- Various depending upon modules. Examples may include written tasks, presentation, reflective writing, professional and facilitated dialogues, as well as practice-based evidence, and

**Plus for MEd Only**

*Completion of an extended applied research project addressing a topic of importance to their practice and that fulfils the programme learning outcomes.

#### B. Subject-specific skills

At the end of programme, participants will be able to:

**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.

**Plus for MEd Only**

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

#### **Teaching and Learning Methods**

- Learning Sets, attendance at workshops delivered internally and externally; participation in collaborative and/or on-line development activity and training; independent learning and research, work-based experiential learning; dialogue and engagement with others in the professional community of UCLan and more widely; completion of education research methods module(s) and of an extended independent research project, work-based experiential learning, participation in a professional development programme comprising the selection and completion of 3, 6 or 9 modules over an extended period of time.

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**C. Thinking Skills**

At the end of programme, participants will be able to:

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.

**Plus for MEd Only**

*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.

**Teaching and Learning Methods**

Learning Sets, attendance at workshops delivered internally and externally; participation in collaborative and/or on-line development activity and training; independent learning and research, work-based experiential learning; dialogue and engagement with others in the professional community of UCLan and more widely; completion of education research methods module(s) and of an extended independent research project, work-based experiential learning, participation in a professional development programme comprising the selection and completion of 3, 6 or 9 modules over an extended period of time.

**Assessment methods**

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**Plus for MEd Only**

*Completion of an extended applied research project addressing a topic of importance to their practice and that fulfils the programme learning outcomes.

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

At the end of programme, participants will be able to:

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.

**Teaching and Learning Methods**

Learning Sets, attendance at workshops delivered internally and externally, participation in collaborative and/or on-line development activity and training; Reflection on their own work-based experiential learning; Completion of assignments; Independent learning and research; Dialogue and engagement with others in the professional community of UCLan and more widely; *Through completion of an education research methods module and of an *extended independent research project; Participation in a professional development programme comprising the selection and completion of 3, 6 or 9 modules over an extended period of time.

**Assessment methods**

Various depending upon modules. Examples include written tasks, presentation, reflective writing, professional and facilitated dialogues, as well as practice-based evidence, and

**Plus for MEd Only**

*Completion of an extended applied research project addressing a topic of importance to their practice and that fulfils the programme learning outcomes.

13. Programme Structures*

<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</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>EH4106</td>
<td>The Critical Professional</td>
<td>20</td>
</tr>
<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>
</tbody>
</table>

**14. Awards and Credits**

*Master’s in Education*

Requires 180 credits at Level 6 or above with a minimum of 160 at Level 7, including extended research project (either EH4111 or EH4112) and one module (minimum) from Education.
15. Personal Development Planning

Within the context of this programme, PDP is about planning and implementing continuous professional development.

- Participants will engage pro-actively with managing their own PDP and use the accrediting framework provided by the suite of qualifications in professional practice in education (PGCert/PGDip/MEd) to achieve this.

- The initial step will be to recognise as an individual, or as a result of consultation with line managers, colleagues, peers or HR, that a module or modules will satisfy a development need, and to review progress towards satisfying that need through a process of ongoing decision-making, planning and reflection.

- Support for PDP
  - This includes for example action learning sets, collaborative or action learning and participants will be encouraged to reflect, and to evaluate their own progress and needs as well as performance against individual module learning outcomes.
  - Assignments will involve an integral reflective component since professional development requires that participants are self-critical, self-aware and self-directed in being able to identify, plan for, implement and evaluate their own learning and progress.
  - Other support for PDP takes the form of feedback from mentors, peers, tutors, the module and course leaders, and line managers.
  - Academic advice will be available from the course and module leaders and through publicity around the programme.
  - E-learn, learning contracts, 1-to-1 guidance from personal tutors, etc. on the programme will help staff to manage their programme and development

16. Admissions criteria

All of the following are expected:

- A class 2:2 honours degree or equivalent
- 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 master’s level study through previous qualifications.
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.

APL for the programme will be available for participants with previous appropriate Level 7 credits in education or a closely related field, but the extent of APL/credits will be agreed on an individual case by case basis.

17. **Key sources of information about the programme**

<table>
<thead>
<tr>
<th>Course Leaders MEd</th>
<th><a href="mailto:csatchwell@uclan.ac.uk">csatchwell@uclan.ac.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>PGDiploma</td>
<td><a href="mailto:clwinder@uclan.ac.uk">clwinder@uclan.ac.uk</a></td>
</tr>
</tbody>
</table>

**UCLan website**

- [http://www.uclan.ac.uk/courses/pgdip_professional_practice_in_education.php](http://www.uclan.ac.uk/courses/pgdip_professional_practice_in_education.php)
- [http://www.uclan.ac.uk/courses/med_professional_practice_education.php](http://www.uclan.ac.uk/courses/med_professional_practice_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) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A1</td>
<td>A2</td>
<td>A3</td>
<td>A4*</td>
</tr>
<tr>
<td>6</td>
<td>TS3301</td>
<td>Developing teaching, learning and assessment</td>
<td>O</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>TS4304</td>
<td>Contemporary Issues in Education &amp; Training</td>
<td>O</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
<td>TS4301</td>
<td>Action research: deconstructing practice</td>
<td>O</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>EH4100</td>
<td>Teaching Toolkit</td>
<td>O</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>EH4101</td>
<td>Teaching Learning and Assessing</td>
<td>O</td>
<td>✓</td>
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* One research module either ED4003 or ED4995 must be taken as a core module for PGDip/MEd only.

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

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Addendum to the Course Handbook for
MED / PgD Professional Practice in Education
2018-19

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