Course Handbook
Post Graduate Diploma in Professional Practice in Education
Part of the Master of Education (MEd) pathway
2019/20

Course Leader: Clare Winder
Centre for Excellence in Learning and Teaching

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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1. Welcome to the course
Welcome to the Post Graduate Diploma Professional Practice in Education. This target award is designed as a progression pathway for teachers, trainers and tutors within various sectors of education who wish to continue to study at post-graduate level and would like the opportunity to achieve a Master’s in Education through a part time route. This course is a progression route for our well-established teaching partnership, which offers PGCE and Cert Ed awards in post-compulsory education, and for others working in the Further Education sector. It is also a progression route for the Post Graduate Certificate in Learning and Teaching in Higher Education.

1.1 Rationale, aims and learning outcomes of the course

The aims of the course are:

- 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.

Progression to the Masters programme aims to:

- 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 for the award are detailed in the programme specification in appendix 8.1.

1.2 Course Team
The course leader is Dr Clare Winder clwinder@uclan.ac.uk ☎️ 01772 895061

Other tutors involved in delivering the course are:

Dr Joanne Doherty idoherty@uclan.ac.uk ☎️ 01772 893096
Dr Paul Doherty pwdoherty@uclan.ac.uk ☎️ 01772 893975
Dr Angela Brzeski abrzeski@uclan.ac.uk ☎️ 01772 892714

Please contact your module tutor for extensions to assessment deadlines.
1.3 Expertise of staff
The team teaching the PG Dip and MEd are all experienced educational practitioners who have worked in Further and Higher Education and some also in teacher education. They are well respected active researchers contributing to academic and professional debates in journals and conferences.

Dr Clare Winder
Clare has taught in further and higher education since 1996 and joined UCLan in 2014 as the Programme Leader for Teacher Education and Course Leader for the Postgraduate Diploma Professional Practice in Education programme. Her EdD, completed at UCLan, was an investigation into the influence of practice and praxis on the professional identity of undergraduate in-service trainee teachers.

Dr Joanne Doherty
Joanne has worked at UCLan since 2003. She is the Course Leader for the Masters Professional Practice in Education. She has a PhD in Education from the University of East Anglia. Her main research interests lie in the area of student experience and identity.

Dr Paul Doherty
Paul has worked at UCLan since 2005. He has a PhD in Education from the University of East Anglia in Norwich; his first degree was in Education here at UCLan. He is an experienced researcher, having worked on numerous governmental and non-governmental projects. His specialisms are educational research and educational and youth disaffection, disengagement, risk and interventions that build resilience.

Dr Angela Brzeski
Angela has worked at UCLan since January 2016 after many years of working in further education and universities as a lecturer, teacher trainer and curriculum manager. Her PhD, completed in November 2013 at Lancaster University, was an investigation into the college and home literacy practices of further education students.

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
Course Administration Service 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.

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
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.

Your Course Leader and Module Tutor will contact you by email. Tutors will respond to any email messages from you and send course information using this method. All course information and materials will also be placed on ELearn (Blackboard), the UCLan virtual learning environment.

If you wish to make an appointment to see the course leader or module tutor please contact them by email and they will be happy to arrange a tutorial at a mutually convenient time.

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

If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be provided electronically.
2. Structure of the course
2.1 Overall structure
The PG diploma programme has 120 credits. Depending on the qualifications you enter with, and any APL you may be entitled to, you may take the course in one year and continue to the MEd dissertation. Alternatively you will take two or more years to achieve the PG Dip, undertaking the MEd dissertation in year three/four. The chart below shows which modules you can take in each year.

<table>
<thead>
<tr>
<th>Available in Preston on Wednesday evenings 6-8.30pm</th>
<th>Available in Preston on \nWednesday evenings 6-8.30pm</th>
<th>In Preston on \nThursday 6-8.30pm</th>
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<tbody>
<tr>
<td>EH4119 (20 credits) Developing Innovation in Teaching, Learning and Assessment</td>
<td>EH4119 (20 credits) Developing Innovation in Teaching, Learning and Assessment</td>
<td>EH 4112 (60 credits) Triple Research Project OR EH4111 (40 credits) Double Research Project plus EH 4106 (20 credits) The Critical Professional Supervision (individual) Study group sessions</td>
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<tr>
<td>ED4995 (20 credits) Designing Your Research Project</td>
<td>ED4995 (20 credits) Designing Your Research Project</td>
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<td>EH4118 (20 credits) Professional Writing and Communication</td>
<td>EH4118 (20 credits) Professional Writing and Communication</td>
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<tr>
<td>ED4003 (20 credits) Methodologies and methods</td>
<td>EH4107 (20 credits) Curriculum Design</td>
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<td>EH4105 (20 credits) Professional Development</td>
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<tr>
<td><strong>End of Year 1</strong> Either progress to Year 2, or achieve PGDip and progress straight to MEd dissertation</td>
<td><strong>End of Year 2</strong> Achieve PGDip and progress to MEd dissertation, or progress to year 3 to complete PGDip.</td>
<td><strong>End of Year 3</strong> Achieve MEd</td>
</tr>
</tbody>
</table>

* Please note planned modules may be subject to change due to enrolment numbers and/or timetabling constraints. The Course Leader will confirm modules with you at your interview and/or enrolment event.

Due to the practice-based nature of the course you must be a practicing teacher/educator to undertake modules on this programme.

Accreditation of Prior Learning
Those who have completed a recent UCLan PGCE can APL the following credits:

**From September 2007**
- TS 3302 Teaching and Reflecting on Others’ Practice (20 credits)
- TS 4301 Action Research: Deconstructing Practice (20 credits)
- TS 4303 Professional Values and Inclusive Practice (20 credits)

**From September 2011**
- TS 3303 Teaching Inclusively and Reflecting on Practice (20 credits)
- TS 4301 Action Research: Deconstructing Practice (20 credits)
- TS 4304 Contemporary Issues in the Lifelong Learning Sector (20 credits)

**From September 2015**
- TS 3301 Developing Teaching, Learning and Assessment (20 credits)
- TS 4301 Action Research: Deconstructing Practice (20 credits)
- TS 4304 Contemporary Issues in the Lifelong Learning Sector (20 credits)
Those who have completed a PG Certificate in Learning and Teaching in Higher Education at UCLan can APL the following credits:

**EH3101  Teaching Toolkit (20 credits)**

**OR**

**EH4100  Introduction to Learning and Teaching in HE (20 credits)**

**Plus**

**EH4101  Teaching, learning & assessing (20 credits)**

**EH4102  Enhancing Professional Practice (20 credits)**

### 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 available for the PGDip are listed below. Please note planned modules may be subject to change due to enrolment numbers and/or timetabling constraints. The Course Leader will confirm modules with you at your interview and/or enrolment event.

**ED4995** Designing and Planning your Research Project (20 credits/ Level 7)

The aim of this module is to outline the general nature of the research task and the restrictions upon research within the award format in higher education. The Module Leader and the individual supervisors will then offer ways of focusing upon titles, hunches and questions which will clarify the central point(s) and purpose of the research project.

**ED4003** Methods and methodologies (20 credits/ Level 7)

The module is useful for those who have some idea of what area they would like to research, but are less clear about how to do that research. Building on ED4995 (Designing and Planning your Research Project) and other level 7 modules, it considers a range of approaches to conducting research and then methods that may be used, such as survey, case study and experimental research. It then explores the methods or techniques used in research, such as interview, questionnaire design, observations, etc. It also considers the ethical and practical issues that may emerge around your choice of approach and the ways in which you will collect data in your individual project. The module is useful preparation for a dissertation or any form of primary research. It uses examples from fieldwork and from published research to highlight the ‘gap’ between methodology as taught in the classroom and methodology as applied in the wider educational and social world.

**One research module either ED4003 or ED4995 must be taken as a core module for PGDip/MEd**

**EH4105: Professional Development (20 credits/ Level 7)**

This module aims to promote Continuing Professional Development for practitioners in education. It enables participants to reflect on their professional development needs, plan ways of progressing their own professional development and evaluate the success of it.

**EH4107: Curriculum Design (20 Credits/ Level 7)**

This module aims to develop participants’ critical understanding of the principles and practice of curriculum design, and relate this both to policy within education and also to theories of teaching, learning and assessment. It aims to support staff to enhance the quality of their curricula, by providing tools and a forum for critical evaluation of course and module design and delivery and the impact on students’ learning.
EH4116: Leading People and Teams in Education (20 credits/ Level 7)
The aim of this module is to enable learners to develop critical insights into interpersonal and intrapersonal dynamics. It will encourage learners to critically evaluate relevant theories, principles, models and perspectives and to apply theoretical models to specific situations.

EH4118: Professional Writing and Communication (20 credits/ Level 7)
This module aims to equip participants with the skills and knowledge to present their work in the public, professional and academic arena, to support the development of a range of professional writing and communication skills and to develop participants’ confidence to operate within the relevant educational and professional contexts.

EH4119 Innovation in Teaching, Learning and Assessment (20 credits/ Level 7)
This module is designed to provide a structured space to think critically about how we might develop innovations in teaching, learning and assessment which will benefit our learners and ourselves. As professionals in the post-compulsory sector, increasingly we are being required to undertake Continuing Professional Development (CPD) to maintain and develop our practice. Sometimes making CPD count is not easy with so many competing demands on our time and our energy. This will be based upon several areas: developing existing practice; experimentation and trying new ideas; reconnecting and learning more about theories of learning and pedagogical approaches; and lastly, sharing our practice and professional insights with others.

2.3 Course requirements
The award of Postgraduate Diploma in Professional Practice in Education is made upon completion of 120 credits at level 7 from the recognised PG Dip/ MEd pathway.

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 / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.5 Study Time
2.5.1 Weekly timetable
A timetable will be available once you have enrolled onto the programme, through the Student Portal.

2.5.2 Expected hours of study
20 credits is a standard module size and equals 200 notional learning hours.

You will be expected to work undertake blended work in order to prepare for taught sessions. This will usually take an additional three hours per week per module on top of your attendance. Also, you will work independently on assignments, and wider reading. You will receive on-line tutorial support from tutors and may be required to attend supervision or tutorial sessions.
2.5.3 Attendance Requirements
You are required to attend all timetabled learning activities for each module. Notification of illness or absence must be made to the module tutor in advance of the session you will miss. Exceptional requests for leave of absence must be made to the Course Leader, clwinder@uclan.ac.uk

3. Approaches to teaching and learning
3.1 Learning and teaching methods
As experienced educators with an involvement in the education and training of teachers, we are very conscious of what happens in our classrooms. Our key focus is on learning rather than teaching, and within this we try to emphasise the role of the learner. There is a lot of research which demonstrates factors associated with effective learning:

- People learn best and recall more when they are involved actively in the process - thus we will try to involve you as much as possible in our sessions.
- People appreciate variety of approaches - we employ a range of learning strategies for this purpose.
- People learn best when they see the contact as relevant and interesting – the teaching team ensure that their modules take into account contemporary policies and practices within the education system.
- People learn best when learning starts with what they know already and takes them into new areas.
- So your own prior experiences as a learner in schools, colleges, etc. will contribute significantly but we will require you to read recommended texts to develop your knowledge

Finally, people learn best when the activity is enjoyable so we hope that there will not be many occasions when there are a series of classes in which all that you do is sit and listen, take notes, etc. Learning should be fun so we endeavour to use as many different learning strategies as possible, which we hope will result in your active participation.

We expect students to have completed pre-session reading and activities in order to help us provide this type of activity learning experience.

Assessments will help you learn and develop skills in academic writing, presentation methods and researching practice. Module handbooks will direct and support study skills.

3.2 Study skills
Your course tutors will work with you on your study skills, writing skills and research skills. Royal Melbourne Institute of Technology Study and Learning Centre has useful online materials that may also help you:

- Study skills: http://emedia.rmit.edu.au/learninglab/content/study-skills
- Writing skills: http://emedia.rmit.edu.au/learninglab/content/writing-skills

There are also useful resources available to you via UCLan, which you can access with your UCLan username and password. You will be sent your login details to your personal email address before enrolling online.

Go to www.uclan.ac.uk and click on the Student tab on the top red bar. You are on the Student Portal page where you can find most of the UCLan information that you might need. To log in, go to the Welcome tab.
For study skills and library training, click on the Home tab at the top and go to Library and IT training in the Organisation Catalogue (bottom right). Then ‘enrol’ for Library and IT Induction, WISER and Study Smarter. You do this by hovering over the title and clicking the grey arrow. Once you have enrolled on them, these courses will appear under My Organisations, so that you can access them directly next time.

On the Home page you can also find myUCLan Study Record. This is where you can view your study record and results, or apply for extenuating circumstances. If you have any login problems, email LIScustomersupport@uclan.ac.uk or ring them on 01772 895355.

3.3 Learning resources
Your main course material will be available from ELearn, which you will be able to access once you have your student login.

Go to www.uclan.ac.uk and click on the Student tab at the top. When you have logged in, click on the Course Information tab on the left. Within the programme area there is an ELearn space for each module that contains, module information, module materials, reading list and communications.

You can also use the online library resources available from UCLan. There are online reading lists for your modules which you can access via the UCLan Student Portal or directly through the links below. These take you straight to the e-books, online resources and other library resources listed for each module.

Please see the reading lists online homepage at:

http://readinglists.central-lancashire.ac.uk/index.html

3.4 Personal development planning
The programme is designed and structured to provide personal professional development for those teaching or supporting learning in the education sector. The course team will work with you to ensure you are making the best progress towards your personal professional goals.

3.5 Preparing for your career
You are studying on a course that links to your professional career as a teacher. Everything that you do on your course is aimed to help you to develop your knowledge and skills both in teaching and in exploring your professional practice, and support you to reach your full potential as a successful teacher and researcher. You will naturally be expected to behave professionally and ethically at all times, with your tutors, your peers, your teaching colleagues and your students.

Careers offers a range of support for you including:

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available in Preston from 10.30am-3pm for CV checks and initial careers information, or you can access our careers and employability resources via the Student Portal.
4. Student Support
Your first port of call for support is the module or Course Leader who will be happy to assist you.

You also have access to The 'I' is a central Student Information Centre. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only, Printing and Printer Credit, UCLan Cards, the ‘I’ shop and UCLan Financial Support Bursary (first year students only).

4.1 Academic Advisors
The Academic Advisor is a new role that replaces the previous Personal Tutor role. Your Academic Advisor is the Course Leader, Clare Winder. However, due to the nature of the course the whole teaching team will be involved with your academic and professional development.

Beginning at your course interview and continuing throughout the course your Academic Advisor and Module Tutors will support your development in self-awareness, critical reflection and action planning.

Additionally, Guidance and Support Co-ordinators will work in the college hubs and be sources of help and advice. Students with welfare concerns can contact the Guidance and Support Co-ordinators. The role of the Guidance and Support Co-ordinators includes,

Guidance and Support Co-ordinators will:

a) Respond positively to requests from students for assistance in understanding School or University procedures and provide advice to students about support available.

b) Assist returning students with advice and guidance and provide knowledge of the support available in the Campus Administration Services Hub.

c) Refer students to the University’s central support services as necessary.

d) Keep a record of each meeting or significant contact with students.

e) Liaise regularly with Academic Advisors or anyone the Head of School deems appropriate to support the students (e.g. Retention Support Tutor).

f) Maintain an overview of SAM data, identifying trends and alerting Academic Advisors / Retention Support Tutor to students whose attendance falls below the identified thresholds for follow-up.

g) Alert appropriate individuals in the School of student attendance issues.

Or the Students' Union who can forward them to the appropriate service or individual.

h) Support the Academic Advisors, who will arrange exit interviews for anyone who may wish to withdraw.

i) Keep records of withdrawals and exit interviews.

j) Ensure the provision of support with welfare issues, including contributing to Stage 1 and Stage 2 Fitness to Study Action Planning and Monitoring, where appropriate, in liaison with the Manager of Student Welfare and Counselling.

4.2 Students with disabilities
If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

The School lead for students with disabilities is Paul Doherty pwdoherty@uclan.ac.uk
4.3 Students' Union
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
The assessment strategy used in the programme varies reflecting a range of approaches used in practice. Assessment strategies in the modules that you will take for this programme include: participating in a professional dialogue, writing reflective commentary, writing an academic or professional paper, writing a critical review, presenting work to peers and producing a research design.

5.2 Notification of assignments and examination arrangements
All assignment work should be handed in to the tutor, emailed electronically to the tutor or be submitted via Turnitin on or before the final submission date. You will be informed of the appropriate method of submission for each assignment, and this information will be made available on ELearn. The assessment criteria and feedback sheets will be made available to you on the ELearn module area.

5.3 Referencing
You are expected to use the UCLan CELT referencing system for all assignments where references are required.

5.4 Confidential material
There may be issues regarding consent and confidentiality when undertaking your research project. You will be asked to complete a Centre for Excellence in Teaching and Learning ethics checklist to ensure that any possible difficulties can be identified and resolved before starting.

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 plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations: G7 and the Assessment Handbook.

• Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
• Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
• Collusion is an attempt to deceive the assessors by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide
the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.

- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be a grade of refer for the element of assessment, and an overall fail for the module. The offence will be flagged on your academic record;
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark;
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be a ‘fail’ for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year, at the discretion of the Course Team.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

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 Postgraduate Diploma in Professional Practice in Education is awarded as a Pass.

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 ongoing discussion with the course team throughout the year, there are a range of mechanisms 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.

In response to student feedback we have included new modules this year based upon professional development and innovative practice reflecting the need to continually develop practical teaching skills. We have also changed the order of delivery of the modules to allow more time to develop the focus for research activity.
The Students’ Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

Throughout the academic year there are a range of opportunities available for you to voice your opinion within your course, including staff-student liaison committee (SSLC) meetings, mid-module online surveys and Module Evaluation Questionnaires (MEQs)

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.

A course representative will be elected from your group. They will have time in class to speak to the group about course issues or concerns which they will take to the SSLC meetings. Following the SSLC the course representative will have time, in class, to discuss the meeting and outcomes with the class. Minutes and actions from the SSLC meeting will be made available on the programme ELearn area.

You will also be invited to discuss the course and your experiences as a student with the external examiner at a course review meeting.
8. Appendix

8.1 Programme Specification

UNIVERSITY OF CENTRAL LANCASHIRE

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

1. Awarding Institution / Body
   University of Central Lancashire

2. Teaching Institution
   University of Central Lancashire

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

4. External Accreditation
   N/A

5. Title of Final Award
   Post Graduate Certificate in Professional Practice in Education
   Post Graduate Diploma in Professional Practice in Education
   MEd Professional Practice in Education

6. Modes of Attendance offered
   Part-time

7a) UCAS Code
   N/A

7b) JACS Code
   X300

7c) HECoS Code
   101246

7. Relevant Subject Benchmarking Group(s)
   N/A

8. Other external influences
   QAA level descriptors
   SEDA¹
   The HE Academy professional statements* (*to some extent)

9. Date of production/revision of this form
   March 2018

10. Aims of the Programme

   1. To support experienced staff in obtaining accreditation, recognition and support for their ongoing professional development activities.
   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
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.

11. 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.

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
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

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.

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>
</tbody>
</table>

14. Awards and Credits*

Masters in Education
Requires 180 credits at Level 6 or above with a minimum of 160 at Level 7, including extended research project (either
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

Course Leaders MEd csatchwell@uclan.ac.uk PGDiploma clwinder@uclan.ac.uk

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>Comp (Comp) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Program Learning Outcomes</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>
</tr>
<tr>
<td>L5</td>
<td>TS3301</td>
<td>Developing teaching, learning and assessment</td>
<td>O</td>
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<tr>
<td></td>
<td>EH4101</td>
<td>Teaching Learning and Assessing</td>
<td>O</td>
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<tr>
<td></td>
<td>EH4102</td>
<td>Enhancing Professional Practice</td>
<td>O</td>
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<tr>
<td></td>
<td>EH4100</td>
<td>Introduction to learning and teaching in HE</td>
<td>O</td>
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<td></td>
<td>TS4304</td>
<td>Contemporary Issues in Education &amp; Training</td>
<td>O</td>
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<tr>
<td></td>
<td>TS4301</td>
<td>Action research: deconstructing practice</td>
<td>O</td>
<td></td>
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<tr>
<td></td>
<td>EH4116</td>
<td>Leading People and Teams in Education</td>
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<tr>
<td></td>
<td>ED4003</td>
<td>Methods and Methodology</td>
<td>Comp³</td>
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<tr>
<td></td>
<td>ED4995</td>
<td>Planning and Designing Your Research Project</td>
<td>Comp³</td>
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<tr>
<td></td>
<td>EH4118</td>
<td>Professional Writing and Communication</td>
<td>O</td>
<td></td>
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<tr>
<td></td>
<td>EH4119</td>
<td>Developing Innovation in Teaching Learning and Assessment</td>
<td>O</td>
<td></td>
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<tr>
<td></td>
<td>EH4102</td>
<td>Triple Research Project (3 Modules)*</td>
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<tr>
<td>L6</td>
<td>EH4107</td>
<td>Curriculum Design</td>
<td>O</td>
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<tr>
<td></td>
<td>EH4106</td>
<td>The Critical Professional</td>
<td>O</td>
<td></td>
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<tr>
<td></td>
<td>EH4105</td>
<td>Professional Development</td>
<td>O</td>
<td></td>
<td></td>
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<tr>
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</tr>
<tr>
<td></td>
<td>TS4301</td>
<td>Developing teaching, learning and assessment</td>
<td>O</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

3 One research module either ED4003 or ED4995 must be taken as a compulsory module for PGDip/MEd only.

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks.
19. LEARNING OUTCOMES FOR EXIT AWARDS:

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.