

**PROGRAMME SPECIFICATION
(Taught Postgraduate)**



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MEd
4	Programme Title	MEd Practitioner Enquiry MEd Practitioner Enquiry (Leadership)
5	UCAS/Programme Code	<i>MEd Practitioner Enquiry:</i> 5836P (Sept entry) 5858P (Jan entry) <i>MEd Practitioner Enquiry (Leadership):</i> 5837P (Sept entry) 5859P (Jan entry)
6	Programme Accreditation	n/a
7	QAA Subject Benchmark(s)	n/a
8	FHEQ Level	Level 7
9	Date written/revised	July 2021

10 Programme Aims

The programme builds on a strong research base in the School and the experience of tutors involved in supporting the continuing professional development of teachers in regional, national and international contexts. The programme is linked to current developments in the promotion and accreditation of practitioner research and action enquiry. The programme is offered as part of a suite of postgraduate professional development courses for teachers. There are two possible exit qualifications; MEd Practitioner Enquiry and MEd Practitioner Enquiry (Leadership). The latter offers students an opportunity to specialise in educational leadership in a practitioner enquiry context. The programme aims are:

1. To provide a flexible programme that enables part-time students to design a course of study relevant to their working context.
2. To equip students with the skills to make practical sense of theory, policy and research in a way that enables them to understand and develop their own professional practice as teachers and educators.
3. To promote teaching and educational leadership as an evidence-based profession through stimulating engagement in and with research.
4. To enable education practitioners at all levels in the organisation to reflect on ethical practices in researching, leading and managing educational organisations;
5. To enable students to contribute to the teaching (or educational related) profession through an enhanced critical, reflective and analytical capacity to explore educational issues and practice and to develop effective problem solving strategies.
6. To enable students to use enquiry to support personal and school development planning and improved pupil outcomes.
7. To enable students to develop appropriate knowledge and skills to support the future professional development of colleagues.
8. To ensure that the programme conforms to University policies and meets the requirements of a Level 7 qualification as defined by the Framework for Higher Education Qualifications and to comply with prevailing University policies and QAA codes of practice.
9. To contribute to the University objectives by providing high quality research training to an increasing number of postgraduates and enhancing their key skills and employability.

10. To provide teachers working in England with opportunities to meet appropriate Professional Standards as defined by the Training and Development Agency for Schools.

Specific aims of the MEd Practitioner Enquiry (Leadership).

11. To provide a theoretical and practical grounding in current approaches to leadership and management as they relate to educational organisations.
12. To enable leaders at all levels in the organisation to develop emotionally intelligent organisations and acquire the core competencies and skills necessary to manage an educational organisation including leading the process of change.
13. To develop knowledge and understanding of practical approaches to educational effectiveness and improvement, and to understand key issues and debates in the field.
14. To ensure that the programme conforms to University policies and meets the requirements of a Level 7 qualification as defined by the Framework for Higher Education Qualifications and to comply with prevailing University policies and QAA codes of practice.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

Knowledge and Understanding

On completing the programme students should:

A1 Understand theoretical approaches to teaching and learning and have a critical grasp of relevant research in the field (related to the students' specific module choices).

A2 Know how to research and evaluate innovative curricular and educational practices (linked to Teachers' Professional Standard E2)

- The capacity to undertake small-scale research projects aimed at improving educational practice in their organisation
- A knowledge and understanding of sampling, generalisability, validity, reliability and replicability
- An understanding of the strengths and weaknesses of different approaches to research design and different types of data

A3 Understand the potential of action research for the development of professional practice and know how selected action enquiry methods can be used to enhance professional learning.

A4 Develop an effective a practice-based understanding of issues in the implementation and management of educational change, including the professional development of teachers, and know how to address some of these issues.

A5 Develop an effective a practice-based understanding of the ethical implications of conducting practitioner enquiry in learning contexts (such as schools and colleges).

- A knowledge and understanding of matters relating to informed consent, privacy, confidentiality, objectivity and transparency
- An understanding of the dilemmas that researchers commonly encounter when conducting enquiries, especially in their own institutions
- An awareness of professional codes of practice such as those of British Educational Research Association (BERA) and British Psychological Society (BPS)

Teaching and Learning Methods

Lectures, workshops and seminars are designed to contribute to the development of knowledge and understanding. Students develop data collection and analysis skills through seminars, independent reading and hands-on experience in their research project. Students acquire knowledge of ethical issues through team work, presentation, case

studies and independent reading. Supported self-study materials also include resources and guided reading (A1/2/3/4/5).

Assessment Strategy

Assessment is through module portfolios or essays. These include literature review components and critical commentaries on the fieldwork. Opportunities for peer and tutor feedback on elements of the portfolio are provided during the taught sessions. Dissertation. (A1/2/3/4/5)

Intellectual Skills

On completing the programme students should be able to:

- B1 Use analysis and synthesis to critically review the relationship between policy, practice, theory and research and the implications for professional development, educational leadership and pedagogy.
- B2 Have a creative and constructively critical approach towards innovation (linked to Teachers' Professional Standard C8).
- B3 Critically evaluate the significance of action enquiry &/or reflective practice in developing professional knowledge and understanding.
- B4 Employ an increased range of strategies to evaluating their own performance as teacher (linked to Teachers' Professional Standard C7).
- B5 Apply enhanced professional knowledge and understanding to problem solving / management of change situations in their own work context.
- B6 Enhance their communication skills in a range of contexts.

Teaching and Learning Methods

Students critique research and practice in taught sessions (B1), are introduced to innovative pedagogical practice (B2) and work on designing research projects in workshops and tutorials (B3). They conduct field-work in their own context and evaluate the findings with their peers and tutors (B3/4/5/6).

Assessment Strategy

Analysis, synthesis to critical reflection is integral to the portfolios and assignments (B6) which are based on action enquiry and / or reflective practice (B1/3), often related to innovative curricular or leadership development (B2). Monitoring and review sections of portfolio (B3/4/5) Dissertation (B1/2/3/4/5)

Practical Skills

On completing the programme students should be able to:

- C1 Improve professional practice through enquiry, reflection, and evaluation
- C2 Design and carry out small scale action research projects in educational contexts into aspects of professional practice
- C3 Communicate effectively with a range of colleagues, tutors and fellow students (in both oral and written form)
- C4 Work with colleagues to support and develop professional practice (in some cases through coaching and mentoring as defined in Teachers' Professional Standard P10).
- C5 Capacity to engage with educational policy nationally and internationally

Specific practical skills of the MEd Practitioner Enquiry (Leadership).

- C6 Knowledge and understanding of the central theoretical approaches to educational leadership and management and critical grasp of the relevant research in the field
- C7 Knowledge of practical approaches to leadership and management as they relate to educational organisations, including those relating to leading change and improved performance

C8 Skills needed to manage an educational organisation effectively (e.g. strategic, social and fiscal)
 C9 Skills needed to devise structures that enable ethical decision-making in educational organisations

Teaching and Learning Methods

Students conduct research projects to explore questions arising from their reading of literature and reflections on professional practice. (C1/2/5). The projects involve working with colleagues in their teaching/learning context and acting as critical friends to peers studying for the M.Ed. (C3/4/5)

(C6-9) The teaching/learning strategy centres around the use of team and individual presentations which focus on practical aspects of educational leadership and management. Extensive use is made of case studies and problem-based learning approaches in order to achieve this end.

Assessment Strategy

Project design and evaluation. Reflection on professional development in portfolio. Dissertation (C1-9)

Transferable/Key Skills

On completing the programme students should be able to:

- D1 Demonstrate effective oral and written communication and use of ICT to support intellectual development
- D2 Plan and organise research and development projects in educational contexts.
- D3 The ability to communicate with a range of audiences and stakeholders, including the dissemination of research findings to both specialist and non-specialists
- D4 Use their initiative to lead and support educational change; including the ability to plan strategically and to reflect on their own practice
- D5 The ability to work effectively as both a team member and team leader

Teaching and Learning Methods

Tutor and peer support for drafting the components of the portfolio (e.g. literature review/critique of methods used/reflection on professional development). Presentations to peers in tutor groups (D1). Supported self-study and tutor support via Blackboard, website and email (D1). The design and evaluation of the case studies (D2/3/4). The research project/dissertation provides specific opportunities for key skills development through the construction of a research plan, through synthesising knowledge and by participating in dissertation workshops and individual meetings with supervisors (D1-5).

Assessment Strategy

Portfolios, assignments and dissertation (D1-5)

12 Programme Curriculum, Structure and Features

Basic structure of the programme

- (a) The programme is available for study part-time modes only. It is specifically designed to be undertaken by students who work in an educational context.
- (b) The period of study for part-time mode shall normally be 3 years starting in September or January.

- (c) The programme comprises taught modules to a credit value of 120, and is completed by undertaking the 60 credit dissertation or research project. Students must normally pass the taught component before proceeding to the dissertation
- (d) Exit points at 60 credits for a postgraduate certificate and 120 credits for a postgraduate diploma are available.
- (e) Some candidates will accumulate 60 or 120 taught credits through a PGCE and/or PGCert(s) prior to moving onto the taught stage (Year 2) and/or the dissertation stage (Year 3).
- (f) All candidates shall take the following compulsory modules: dissertation or research project.

Key features of the programme (including what makes the programme distinctive)

The open structure of the M.Ed Practitioner Enquiry reflects the need for maximum flexibility for teachers / educators in full time employment. The balance between the taught and the supported self-study elements is designed to meet the requirements of professionals with heavy work commitments by offering the opportunity to pursue issues arising from the generic taught element independently in a manner relevant to their specific context. Students wishing to specialise in educational leadership are able to do so by as described above.

During the taught stage students are able to design their own programme of study by selecting from the available modules. Students are encouraged to co-ordinate their choices with actual or desired developments in their own work contexts to ensure that they have appropriate opportunities for relevant action enquiry / reflection. Students consult module profiles to identify how their chosen module will enable their development of practitioner enquiry approaches. Each module is assessed through portfolio or assignment submission, which reflects the nature of individual students' engagement with the intellectual themes of the module in the context of developing practice in their own workplace.

Students are required to extend and develop their knowledge, understanding and skills of research and evaluation by completing a dissertation on a key area of their practice, which consolidates and extends the work completed in taught modules.

Programme regulations (link to on-line version)

[5836 5837 5858 5859 Programme Regulations 21-22](#)

13 Support for Student Learning

Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

14 Methods for evaluating and improving the quality and standards of teaching and learning

Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

Accreditation reports
n/a

Additional mechanisms
n/a

15 Regulation of assessment

Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

In addition, information relating to the programme is provided in:

The University Prospectus: <http://www.ncl.ac.uk/postgraduate/courses>

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided.