

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MEd
4	Programme Title	MEd Practitioner Enquiry AND Med Practitioner Enquiry (Leadership)
5	UCAS/Programme Code	5836P 5837P
6	Programme Accreditation	n/a
7	QAA Subject Benchmark(s)	n/a
8	FHEQ Level	Level 7
9	Date written/revised	28 May 2010

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 teacher through the PPDNE consortium. 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 Master's Level qualification as defined by the Framework for Higher Education Qualifications.
9. To contribute to the University objectives by providing high quality research training to an increasing number of postgraduates (Institutional Plan 6.7 (ii) and (iii)) and enhancing their key skills and employability (5.7 (iv)).
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.

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 BERA, BSA and 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
<p>On completing the programme students should be able to:</p> <p>D1 Demonstrate effective oral and written communication and use of ICT to support intellectual development</p> <p>D2 Plan and organise research and development projects in educational contexts.</p> <p>D3 The ability to communicate with a range of audiences and stakeholders, including the dissemination of research findings to both specialist and non-specialists</p> <p>D4 Use their initiative to lead and support educational change; including the ability to plan strategically and to reflect on their own practice</p> <p>D5 The ability to work effectively as both a team member and team leader</p>
Teaching and Learning Methods
<p>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).</p>
Assessment Strategy
<p>Portfolios, assignments and dissertation (D1-5)</p>

12 Programme Curriculum, Structure and Features
Basic structure of the programme
<p>(a) The programme is available for study part-time modes. It is specifically designed to be undertaken by students who work in an educational context.</p> <p>(b) The period of study for part-time mode shall normally be 3 years starting in September or January.</p> <p>(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</p> <p>(d) Exit points at 60 credits for a postgraduate certificate and 120 credits for a postgraduate diploma are available.</p> <p>(e) All candidates shall take the following compulsory modules: dissertation or research project</p> <p>(f) Candidates shall follow a modular route as described below:</p> <p>For M.Ed in Practitioner Enquiry: Candidates select modules from those available within the programme, following consultation with the DPD. Candidates are advised to match modules with professional development priorities or educational improvement activities in their work context. Candidates are advised to take a maximum of 40 credits in each semester.</p> <p>For M.Ed in Practitioner Enquiry (Leadership): Candidates may follow the leadership route in one of two ways: Either 60 credits taken from leadership modules* + 60 credits from other modules (one of which must be a research methods module) + dissertation with a leadership theme</p> <p>Or 60 credits from NPQH conversion module + 60 credits (with at least 20 credits from leadership modules* + 1 research methods module) + dissertation with a leadership theme</p>

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. It is in line with guidelines for PPD from the Training and Development Agency for Schools (TDA) who subsidise teachers with QTS who register for 60 M.level credits. 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)

<http://www.ncl.ac.uk/regulations/>

13 Criteria for admission

Entry qualifications

Entry requirements for the M.Ed are **either** a first degree and qualified teacher status or equivalent or validated teaching experience.

Admissions policy/selection tools

Applications are considered on the basis of the university's online application form.

Non-standard Entry Requirements

Non-graduates with a teaching qualification or equivalent who gain 20 credits from a Level 3 assignment may be granted accelerated entry status.

Students may apply to APL up to 60 credits from equivalent programmes (including M.level PGCE), which must normally have been obtained not more than five years prior to registration for the award. Students who gain an M.level PGCE from Newcastle University since (including) 0506 may transfer the 60 credits awarded directly to the M.Ed Practitioner Enquiry without the need for APL.

Whilst all modules can contribute to an award, they can also be taken as free standing units without the requirement to submit work for accreditation.

Additional Requirements

Level of English Language capability?

Applicants whose first language is not English require IELTS 6.5, TOEFL 575 (paper-based) or 233 (computer-based), or equivalent.

14 Support for Student Learning

Induction

Students are eligible to attend the induction programme for full time M.Ed students and an evening introduction to the library session is also available. Dates and contact details are

provided along with structured induction tasks in the supported self-study pack for each module. The induction programme includes support on electronic access to journals, study skills and academic writing. As students chose their own programme of study (combination and order of modules) each module leader provides induction support as necessary. An open evening when students can discuss module choices with the DPD is arranged to coincide with registration.

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid. Further details are available at:

http://www.ncl.ac.uk/library/news_details.php?news_id=159 Help with academic writing is available from the Writing Centre. Details can be obtained from Alicia.Cresswell@ncl.ac.uk

Academic support

The initial point of contact for a student is with their module leader or dissertation supervisor. Module leaders act as personal and academic tutors for the duration of each taught module and until the assessed work is submitted. This provides easy access to academic support for part-time students. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies. The DPD supports students' preparation for dissertation proposal submission and co-ordinates the allocation of supervisors for the dissertation stage. When necessary the DPD will refer students to the appropriate University student services.

Pastoral support

Part-time students in full time employment are able to access pastoral support through their module leader or the DPD. In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see

<http://www.ncl.ac.uk/undergraduate/support/welfare/index.phtml>

Support for students with disabilities

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see <http://www.ncl.ac.uk/disability-support/>

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see

<http://www.ncl.ac.uk/undergraduate/degrees/facilities/index.phtml>

The Robinson Library provides a full range of traditional borrowing facilities, an Inter-Library Loans System, co-operative arrangements for access to other local academic libraries (i.e. Sunderland and Durham Universities), a wide range of audio-visual material, microcomputer workstations for word processing and access to the University's network, and a Liaison Librarian service with linkage to academic departments for book and periodical purchase. The Library increasingly provides guidance for postgraduate students in information retrieval skills, both group instruction and individual support. The Education liaison Librarian is Linda Kelly (Tel: 0191 2227667).

Education Resource Centre

The Education Resource Centre is located in Joseph Cowen House and houses a fully-networked cluster of PCs and a wide range of school focused texts.

Computing

The University Computing Service provides fully-networked computer services on three types of system – Windows-based PC, Unix and Apple Macintosh – in cluster rooms throughout the University. Cluster rooms are available each weekday; some are open for extended hours and at weekends. A wide range of software is available on each type of system. Printing facilities consists of fast draft printers, draft colour plotters, high-speed, high-quality black and white laser printers, and high-quality colour plotters. The draft facilities are available at every cluster of workstations, and usage is free. The high-quality printers are accessed via the network and printing must be paid for and collected at the main Computing Service building in the centre of the campus. The many and various services of the UCS are described in documents which are widely available in the cluster rooms and on the World Wide Web. Students can use any cluster on the University Campus. One cluster is based in the Joseph Cowen House.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange. See

<http://ncl.ac.uk/langcen/index.htm>

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

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Curriculum Review Committee and at the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme. The programme is also reviewed as part of the NE PPD consortium evaluation process, through which we are accountable to the Training and Development Agency for Schools.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the M.Ed Student Review Group. As the students attending this course are almost all full time teachers and lecturer the staff-student committee tends to be an online community.

Student evaluations

M.Ed Practitioner Enquiry students each become member of the M.Ed Practitioner Enquiry student review group, which is largely an on-line community (due to the nature of the cohort almost all being in fulltime employment. Where necessary focus groups of students are established to provide additional feedback on programme development. All modules, and the degree programme, are subject to review by student questionnaires. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process, see http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

Accreditation reports

Additional mechanisms

While the TDA subsidises students with QTS they do not formally accredit the course. The PPDNE consortium (through which the subsidies are administered) is required to complete annual evaluations of the courses on offer in the four linked universities. The TDA have also commissioned CUREE to monitor and evaluate TDA subsidised PPD for teachers. The M.Ed Practitioner Enquiry programme is included in these reviews.

16 Regulation of assessment

Students must complete Stage 1 successfully before proceeding to Stage 2. Both stages count towards the final award of the Masters degree. However, there are exit points at certificate and diploma level in Stage.

Pass mark

The pass mark is 50 (Postgraduate programmes)

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research (<http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf>) and Examination Conventions for Taught Masters Degrees (<http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf>). Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Masters programmes

<50	Fail
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction

Summary description applicable to postgraduate Certificate and Diploma programmes

<50	Fail
50 or above	Pass

A Distinction level mark (70%-100%) will be given to work that displays depth of knowledge and mastery of skills appropriate to that module. The work will be consistently well structured and sharply focused. There will be evidence of the capacity to generalise and transfer principles to take account of the wider context. It will demonstrate critical analysis and coherence of argument. Connections between theory, practice and research will be discussed from an informed and highly reflective perspective. A high level of critical engagement will be echoed in the sustained coherence and quality of discussion.

A Merit level mark (60%-69%) will be awarded for well written and informed work that indicates awareness of recent developments and relevant literature. The work will be well structured and will demonstrate an understanding of the different perspectives of evidence from research, practice and theory. Only some aspects of these will be fully integrated conceptually.

Literature cited will be used judiciously to identify, interpret and substantiate the main themes.

A Pass level mark (50%-59%) will be awarded for work that is adequately structured and displays some integration of the focus into wider contexts and perspectives. Some links will have been made between different aspects without a sustained conceptual integration and development. Work will draw upon more than one type of evidence and display some critical thinking.

A Fail mark (49% and below) will be given to work which uses a narrow range of evidence from a limited range of sources. Discussion will be largely descriptive with no consideration of the wider context. There will be little attempt to develop an argument or present information coherently.

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies.

The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

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

The University Prospectus (see <http://www.ncl.ac.uk/postgraduate/>)

The School Brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

The Degree Programme Handbook

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. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
EDU8197	Optional	1,2,4,5	1,3,5,6	1,2,3,4,5	1,2
EDU8126	Optional	1,4,5	1,2,3,4,5,6	1,3,4,5	1,2,3
EDU8042	Optional	1	1,3,6	1,3,5	1
EDU8201	Optional	1,2,3,4,5	1,2,3,4,5,6	1,2,3,4,5	1,2,3
EDU8125	Optional	1,3,4,5	1,3,5,6	1,2,3,4,5	1,2,3
EDU8133	Optional	1,3,(4),5	1,2,3,4,5,6	1,3, (4),5	1,2
EDU8124 /EDU8202 /EDU8203	Optional	1,2,3,4,5	1,2,3,4,5,6	1,2,3,4,5	1,2,3
EDU8997	Optional	1,2,3,5	1,2,3,4,6	1,2,3,5	1,2
EDU8035	Optional	1,2,3,4,5	1,2,3,4,5,6	1,2,3,4,5	1,2,3
EDU8196	Optional	1	3,5,6	1,3,5	1
EDU8998	Optional	1,2,3,5	1,2,3,4,5,6	1,2,3,5	1,2,3
EDU8130	Optional	1,4	1,5,6	1,3,4,5	1,2,3
EDU8007	Optional	1,2,3,5	1,2,3,4,5,6	1,2,3,5	1,2,3
EDU8117	Optional	1	1,3,6	1,3,5	1
EDU8015	Optional	1,2,3,4,5	1,2,5,6	1,2,3,4,6,7,8,9	1,2,3,4,5
EDU8028	Optional	1,2,3,4,5	1,2,5,6	1,2,3,4,6,7,8,9	1,2,3,4,5
EDU8033	Optional	1,2,3,4,5	1,2,5,6	1,2,3,4,6,7,8,9	1,2,3,4,5
EDU8113/EDU8112	Optional	1,2,3,4,5	1,2,5,6	1,2,3,4,6,7,8,9	1,2,3,4,5
EDU8170/EDU8172	Optional	1,2,3,4,5	1,2,5,6	1,2,3,4,6,7,8,9	1,2,3,4,5
EDU6000/EDU6001	Optional	1,2,3,4,5	1,2,5,6	1,2,3,4,6,7,8,9	1,2,3,4,5
EDU8403	Optional	2,3,5	1,2,3,5,6	1,2,3,4,8,9,	1,2,3,4,5,
EDU8402	Optional	1,2,3,4,5	1,2,5,6	1,2,3,4,6,7,8,9	1,2,3,4,5
EDU 8400	Optional	1,2,3,4,5	1,2,5,6	1,2,3,4,6,7,8,9	1,2,3,4,5
EDU8995	Optional	2,3,	1,3,4,6	1,2,3	1,2,3

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) .

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).

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

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

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