# Programme Specification

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<tr>
<th>Programme award and title:</th>
<th>M.Ed/PG Dip/PG Cert Professional Enquiry………………..</th>
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<tr>
<td>SCQF Level:</td>
<td>11</td>
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<tr>
<td>SCQF Credit Value:</td>
<td>180/120/60</td>
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**Educational aims of the programme:**
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme
- Professional Enquiry aims to support the professional growth of practising teachers and enable them to contribute effectively to the enhancement of teaching and learning in their own school and the wider professional community.

**Intended programme learning outcomes:**
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student’s personal development planning (PDP) and future employability.

- **Knowledge and understanding**
  - to revisit and re-appraise their educational values and professional role
  - to investigate, reflect on and evaluate their practice
  - to develop knowledge and understanding which will enable innovation and improvement in teaching and contribute effectively to their ability to develop the practice of others

- **Subject-specific skills and other attributes**
  - to use a range of specialised skills and practice in curriculum, pedagogy and assessment
  - to demonstrate originality or creativity in the development of curriculum, pedagogy and assessment in their practice

- **Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes**
  - enable teachers to undertake collaborative tasks and assignment
  - enable teachers to successfully undertake viable professional enquiries and to fulfil their aims and aspirations for their practice.

**Learning, teaching and assessment strategies:**
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features
- The structure of the programme is such that participants can focus on their personal professional development within their own school context. It allows participants to concentrate on issues that are of direct interest to them within a progressive and supportive learning programme.
- The Participants will complete a learning process involving five key stages:
  1. Self-evaluation and review of current issues in professional practice in education.
  2. Critical study of the latest theoretical and research findings in relation to a key theme in teaching and learning relevant to the participants’ goals for improvement. This will lead to a proposal for action to improve a selected aspect of practice.
  3. A classroom focused professional enquiry at improving learning outcomes for all pupils through the development of personal professional practice.
  4. An extended study of the nature and means of developing evidence-based practice through collaborative professional enquiry.
  5. A Collaborative professional enquiry aimed at developing and disseminating good practice within the participant’s professional community.
- The assessment is through self-assessment, proposals for individual and collaborative action,
reflective reports supported by portfolios of evidence of successful professional enquiries.

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<th>Professional/statutory body accreditation or recognition:</th>
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**Further details:**

Entry requirements: [http://www.external.stir.ac.uk/postgrad/index.php](http://www.external.stir.ac.uk/postgrad/index.php)

Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)

Relevant Subject Benchmark statement (if applicable): [http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)


Introduction/revision date: February 2011