Programme Specification

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<tr>
<th>Programme award and title:</th>
<th>MSc Professional Enquiry in Education</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</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

- This programme is framed by the methodology of Professional Enquiry: a form of collaborative professional learning that is central to being and becoming a responsive and responsible educational professional. We will provide spaces where educational professionals can work together on the development of their practices through: participation in professional dialogue about their own and others’ experiences, views and values; engagement with new ideas, theories and practices; and developing, trialling, monitoring and evaluating new forms of professional action and educational practice.
- Professional Enquiry is consistent with an activist professionalism whereby practitioners contribute to the improvement of education for all, building on their knowledge and understanding, and using their judgement in a responsive and responsible manner informed by the values of inclusion and social justice.

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
- Demonstrate knowledge and understanding of the current issues in curriculum, pedagogy and assessment in their professional area
- Develop critical awareness of issues pertinent to principles and contexts linked to education policy in their own setting
- Practice in ways which draw on critical reflection on their own and others’ values, roles and responsibilities

Subject-specific skills and other attributes
- Exercise autonomy and demonstrate leadership in taking responsibility for the development of sustainable professional practices
- Deal with complex ethical and professional issues and make informed judgements on issues not addressed by current professional and / or ethical MSc codes or practices
- Plan, implement and evaluate an individual and / or a collaborative professional enquiry

Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes
- Develop original and creative responses to problems and issues through enquiring in their own settings
- Communicate in a variety of appropriate methods to a range of professionals and lay people
- Develop skills in ICT to support and enhance collaboration and communication

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 programme will provide a range of sustainable learning experiences, through a mixture of self
study activities and taught days. This will be supported by a range of online materials e.g. podcasts, online readings and other digital resources to support participants to work collaboratively on and off campus (face-to-face and online) in preparation for workshops in and out of the seminar room. We will provide spaces where educational professionals can work together on the development of their practices through: participation in professional dialogue about their own and others' experiences, views and values; engagement with new ideas, theories and practices; and developing, trialling, monitoring and evaluating new forms of professional action and educational practice.

- The six modules in the advanced practice programme enable participants to focus on their personal, professional and workplace development through: exploring professionalism in practice, enquiring into ideas, understanding professional enquiry, carrying out an individual enquiry in their workplace, negotiating a collaborative professional enquiry in their workplace and conducting a collaborative professional enquiry. The programme has options to begin the degree at certificate level, through studies in advanced practice; curriculum; equality and diversity; outdoor learning or supporting professional growth. These pathways come together in advanced practice from modules 3 to 6 to support the use of professional enquiry for personal, professional and workplace development.

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

- Entry requirements: [http://www.stir.ac.uk/postgraduate/how-to-apply](http://www.stir.ac.uk/postgraduate/how-to-apply)
- 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/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx](http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx)
- Introduction/revision date: December 2011