

## **ENHANCED PROFESSIONAL PRACTICE (MSc/PgDip/PgCert)**

**65X3PPB1/65X3PPVX/65X3PPVZ**

### **NO NEW ADMISSIONS TO THIS PROGRAMME FROM 2015/16 ONWARDS**

*Duration:* This Programme is offered as a fully distance learning or blended learning Programme. Participants will normally undertake 30 or 60 credit points in Year 1 of the Programme (ie Courses 1 and/or 2). Thereafter, participants can undertake 1 or 2 courses per year (ie 30 or 60 credit points). PgCert (600 hours of part-time study – 2 courses); PgDip (1200 hours of part-time study – 4 courses in total); MSc an additional 600 hours of part-time study ( 2 additional courses, 6 courses in total).

*Aims:* The Programme aims to provide a response to the continuing professional development needs of early career teachers who wish to develop their skills and knowledge, enhance their professional practice, extend their capacity to develop, implement and evaluate effective learning experiences for all children/young people in their classroom, engage in small scale action research projects, enhance their skills in critical self evaluation, further develop their skills in working with other professionals and engage in early leadership opportunities.

The programme aims to help early career practitioners review and enhance the learning experience of all children and young people, including those with additional support needs. It endeavours to give early career practitioners the time, opportunity and support to examine and critically reflect on existing practice in the light of new knowledge and insights. It also aims to enable early career practitioners to reflect on and enhance their emerging professional practice through engaging in collaborative professional learning communities and action learning sets thereby exposing their practice to discussion and critical appraisal by others.

A central feature of the course is therefore the use of collaborative professional enquiry and engagement in professional learning communities as a tool for creating new knowledge and transforming practice, by synthesising literature, personal and professional reflection and practice.

Another feature of the programme is its strong focus on helping to develop a reflective and emerging transformative professional – one who has as a core value the need for practitioners to take evidence-based action to generate professional knowledge and move practice forward. This form of professionalism is characterised by the motivation to contribute to the collaborative development of practice and make informed contributions to professional debate.

*Content:*

#### Stage 1 (Compulsory – 30 credit points)

ED503F Enhancing Professional Practice Through Self Evaluation (30 credit points)

ED553G Enhancing Professional Practice Through Research (30 credit points)

*Plus*

#### Stage 2 (90 credit points) - 30 credit points from any 3 of the following 4 themes:

(i) Evidence Based Cross Curricular Practice

ED50KL Investigating and Enhancing Cross Curricular Practice in Literacy and Numeracy through Technology Enhanced Learning (30 credit points)

(ii) Pedagogical and Curricular Practice

ED55KE Enhanced Practice in Learning and Teaching (30 credit points)

(iii) Inclusion

ED50KJ Exploring Difference and Diversity (30 credit points)

(iv) Early Leadership

ED502Y Mentoring In Professional Contexts (30 credit points)

OR

ED50KK Exploring Leadership (30 credit points) OR

Please note – other courses may be added to / or substituted for specific listed courses in the Stage 2 menu on a year by year basis.

*Plus*

Stage 3 (Compulsory – 30 credit points)

ED50KD Professional Biography (30 credit points)

Participants who complete successfully the first 2 courses and 60 credit points may exit with a certificate. Those who complete successfully the first 4 courses and 120 credit points may exit with a diploma. Those who complete successfully six courses and 180 credit points will achieve the award of a Master of Science degree.

*Assessment:* Formative assessment is a feature of all courses. Formative assessments are designed to arise naturally from the work. Summative assessments also focus directly on workplace applications and reflections on practice.