

## MODULE DESCRIPTOR

<b>MODULE TITLE</b>	<b>Triple Research Project</b>		
<b>MODULE CODE</b>	<b>EH4112 (L7)</b>	<b>CREDIT VALUE</b>	<b>20 UK CREDITS / <u>10 ECTS</u></b>
<b>SCHOOL</b>	<b>SCHOOL OF BUSINESS AND MANAGEMENT</b>		

### MODULE AIMS

The module provides an opportunity for participants to respond to challenges within their environment and to undertake in depth research into their practice in order to contribute to their own development but also to that of others: their peers and their clients; to advance their knowledge and to enhance understanding of methodologies, issues and their professional context. This module develops particularly the participant's skills in researching independently into their own educational and professional practice in order to enable them to contribute actively to current knowledge and understanding within the pedagogic community of UCLan. As a consequence it provides a complement and culmination to the ongoing CPD of the individual and to the profile of modules completed prior to transfer onto the M.Ed. Participants will be expected to engage actively and critically with a wide range of professional and education literature interpreting their knowledge with reference to their project (discipline and function) focus and to the wider and current context, issues and their environment of education and learning both at local and national levels. In addition participants will aim to contribute actively to the furtherance of their own and others' knowledge within their sphere of professional practice and for the wider professional community through dissemination and critical peer review of findings.

### MODULE CONTENT

This triple module allows participants to complete an extended in depth action research project addressing an issue of importance to their own practice and development. It provides a culmination and conversion route from the PG Diploma (Professional Practice in Education) to the Master's in Education (Professional Practice in Education). Support on methodology and progress will be provided through tutorials, workshops and peers, but the content will be generated by the participant's own professional practice and research interests, supported by workshops and tutorials focussing on methodology, feedback on findings, drafts, etc.

### INTENDED LEARNING OUTCOMES

On successful completion of this module a student will be able to:

1. Apply critical judgement and professional understanding in identifying, planning and completing an extended research project, which addresses a topic of importance to their practice reflecting appreciation of current issues within their role and context
2. Demonstrate in their writing in-depth critical knowledge of their practice and of education theory so as to be able to contribute positively to their own development and to that of the professional communities to which they belong, both within their institution and externally
3. Show ethical awareness and professional application in interpreting the outcomes of their research and reflecting on future actions in response at both a personal and professional level

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4. Engage actively and critically with a wide range of professional and education literature in order to research and enhance their practice and the education experiences of their clients
  5. Participate in purposeful and critical education inquiry and the sharing of knowledge
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## TEACHING METHODS

This module frames practitioner research as students complete the Masters. It unites support systems, a community of practice approach and reflection with peers, resulting in a structure involving:

Independent research supported by tutorials (either one-to-one or small group) - minimum of 3 x 1hr over the year; engagement with pedagogic research community through *inter alia*, on-line VLE, pedagogic research forum, seminars at department or faculty level; events sponsored or facilitated by Subject or professional networks.

Attendance at the workshops (8 x 2hr) run jointly with the double module MEd project will encourage participants to share reflections on and experience of the process, methodology and to contribute to discussion of outcomes, issues and challenges with peers. After attending the first workshop, participants will be expected to submit a project proposal to be agreed with the module leader and will be allocated to a tutor who will support in tutorials them over the year. Reflective and critical skills, research skills and the ability to influence and develop practice in a rigorous research informed approach will be developed through the module.

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## ASSESSMENT METHODS

This module is assessed through a Project Proposal (formative), Project Report (70%) and a Paper presentation (30%).