KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	**Faculty responsible for the programme** Faculty of Media and Communication
Final award(s), title(s) and credits MA Education Practice – 180 (90 ECTS) Level 7 credits PG Certificate Education Practice – 60 (30 ECTS) Level 7 credits	
Intermediate award(s), title(s) and credits PG Diploma Education Practice – 120 (60 ECTS) Level 7 credits PG Certificate Education Practice – 60 (30 ECTS) Level 7 credits	
UCAS Programme Code(s) (where applicable) N/A	**HESA JACS (Joint Academic Coding System) Code(s) and percentage split per programme/pathway** 100508 (40%) 101088 (40%) 101246 (20%)
External reference points UK Quality Code for Education Part A: Setting and maintaining Academic standards Chapter A1: UK and European reference points for academic standards (October 2013) Higher Education Academy (HEA) standards Nursing and Midwifery Council (NMC) standards	
Professional, Statutory and Regulatory Body (PSRB) links Higher Education Academy: successful completion of the accredited PGCert EP provides recognition as an HEA Fellow Nursing and Midwifery Council: successful completion of the accredited PGCert EP a requirement for those teaching nursing and midwifery in HE	
Places of delivery Bournemouth University, primarily Talbot Campus	
Mode(s) of delivery Part-time blended; CPD	**Language of delivery** English
Typical duration MA EP - 36 months; PGDip EP – 24 months; PGCert EP – 12 months; individual CPD units – 3 months	
Date of first intake September 2017	**Expected start dates** September and January
Maximum student numbers N/A	**Placements** N/A
Partner(s) Not applicable	**Partnership model** Not applicable
Date of this Programme Specification June 2017. Applies to all intakes from September 2017	
Version number v1.3-0920	
Approval, review or modification reference numbers E2017009 E20171880 BU 1819 01 approved 20/02/2019 previously version 1.1-0918	
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PROGRAMME STRUCTURE

Programme Award and Title: PG Cert Education Practice							

Stage 1/Level 7
Students are required to complete 3 core units

Unit Name.	Core/ Option	No of credits	Assessment Element Weightings.		Expected contact hours per unit	Unit version no.	
			Cwk 1	Cwk 2			HECoS Subject Code
Investigating Education Practice	Core	20	100%		30	FMC V3.1	100509 (100%)
Enhancing Education Practice	Core	20	75%	25%	30	FMC V3.1	100509 (100%)
Scholarship for Professional Development	Core	20	100%		30	FMC V3.1	100509 (100%)

Exit qualification: PG Cert Education Practice requires 60 credits at Level 7

Programme Award and Title: MA Education Practice							

Stage 1/Level 7
Students are required to complete 3 core units (PGCert) or 3 core units and 3 optional units (PGDip)

Unit Name.	Core/ Option	No of credits	Assessment Element Weightings.		Expected contact hours per unit	Unit version no.	HESA JACS code(s)
			Cwk 1	Cwk 2			HESA JACS Subject Code and %
Investigating Education Practice	Core	20	100%		30	FMC V3.1	100509(100%)
Enhancing Education Practice	Core	20	75%	25%	30	FMC V3.1	100509 (100%)
Scholarship for Professional Development	Core	20	100%		30	FMC V3.1	100509 (100%)
Technology Enhanced Learning: Creativity in Design	Option	20	100%		30	FMC V1.1	100461 (100%)
Employability/Work-Based Learning: Implementing Best Practice	Option	20	100%		30	FMC V1.1	100461 (100%)
Innovations in Assessment and Feedback	Option	20	100%		30	FMC V1.1	100461(100%)
Reflections on Leadership in HE: Developing High Quality Staff to Deliver High Quality Learning Opportunities	Option	20	100%		30	FMC V1.1	100461(100%)

Progression requirements: Requires 120 credits at Level 7 to progress to Stage 2.

Exit qualification: PG Cert Education Practice requires 60 credits at Level 7. Students must successfully complete 'Investigating Education Practice', 'Enhancing Education Practice' and 'Scholarship for Professional Development' for the award of the PG Cert Education Practice.

PG Dip Education Practice requires 120 credits at Level 7, of which 60 credits must comprise 'Investigating Education Practice', 'Enhancing Education Practice' and 'Scholarship for Professional Development'

Stage 2/Level 7
Students are required to complete the two core units.

Unit Name	Core/ Option	No of credits	Assessment Element Weightings	Expected contact hours per unit	Unit version no.	HESA JACS code(s)
			Cwk 1			**HESA JACS Subject Code and %**
Pedagogic Research Methods	Core	20	100%	30	FMC V1.1	101088 (100%)
Pedagogic Innovation/ Research Project	Core	40	100%	10	FMC V1.1	101088(100%)
Exit qualification: MA Education Practice requires 180 credits at Level 7						

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the MA in Education Practice;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

The MA Education Practice aims to provide students with the core knowledge, skills and professional values to undertake and enhance their practice as educators. It seeks to support their initial and continuing professional development as critical reflective practitioners who are prepared to fully engage with the changing educational environment. It will produce graduates who are capable of fostering dynamic approaches to teaching and learning through creativity, innovation and continuous development. The programme will also enable students to engage in the variety of learning, teaching and assessment practices that support and underpin student learning and which are informed by a respect for learners and a commitment to enhancing the student learning experience. They will be provided with an opportunity to engage in educational scholarship which is integrated with their research and/or professional activities.

MA Education Practice: Programme Diagram
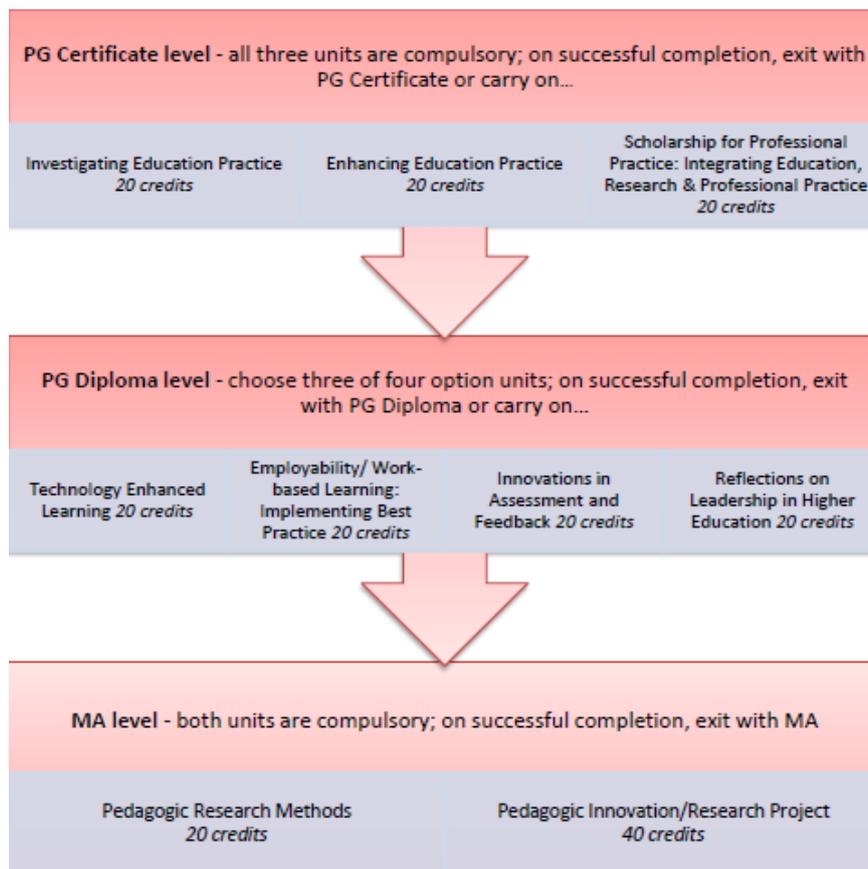
On completion of each stage of the programme, students will emerge with knowledge and skills to develop and enhance their education practice. Increasingly, a PG Cert in HE practice is an expectation or

requirement of those working within the HE sector and so provides students with evidence of their ability and expertise in this area. The PG Dip stage options can also be taken as stand-alone 20 credit units, as part of a student's continuing professional development. The full MA will, for some students, allow progression to doctoral level study. Students who complete all or part of this programme will be able to evidence their knowledge, understanding and skills around education practice. Some may use this to seek employment in, for example, the HE sector whilst others will be equipped to progress to leadership and/or specialist roles.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

This programme is informed by and aligned with the BU 2012-18 strategic plan and the University's fusion agenda (see: https://www1.bournemouth.ac.uk/about/vision-values)

Bournemouth University's Strategic Plan (2012 – 2018) highlights a vision of creating world class learning communities by sharing a unique fusion of education, research and professional practice and inspiring our students, graduates and staff. This programme offers students the opportunity to demonstrate how their teaching practice is informed by research, and apply the research they undertake to their teaching. The PG Certificate in Education Practice (PG Cert EP) enables students to prepare and develop their knowledge and skills as teachers through the exploration of scholarly approaches to their education practice. The full Master's will develop their skills further beyond this initial preparation level.

The PG Certificate stage of the programme is accredited by the Higher Education Academy (HEA) and the Nursing and Midwifery Council (NMC), which demonstrates that the programme has currency across the wider HE and health education sector. Increasingly, qualifications and recognition of education practice is an expectation across all institutions. This programme aligns with others across the sector to provide such recognition.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

As a general rule, time devoted to assessment should normally represent approximately 25% of the student learning time for a unit (i.e. 50 hours for a 20-credit unit), leaving the rest for specific programme-related activities, including lectures, seminars, preparatory work, practical activities, reading, critical reflection and independent learning.As a guideline, a 20-credit unit would normally require the equivalent of approximately 3,000 words in total.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME LEVEL INTENDED PROGRAMME OUTCOMES

A: Subject knowledge and understanding This programme provides opportunities for students to <u>develop and demonstrate in-depth knowledge and critical understanding of</u>:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
A1 the key concepts, debates and intellectual paradigms related to the study and practice of education in a range of contexts; **A2** the role of education in a range of organisational, socio-cultural, political and economic contexts; **A3** learning, teaching and assessment strategies both generic and within their subject discipline which are informed by scholarship, research and professional practice;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (A1 – A5); • seminars (A1 – A5); • directed reading (A1, A2, A5, A6); • use of the VLE (A1-A5); • support sessions (A6); • independent research (A6).
A4 the use and value of learning technologies in enhancing the student experience after synthesising current complex contradictions in the knowledge base; **A5** the range of research methodologies and techniques for generating original insights relevant to the study and practice of education; **A6** increased understanding of research methodology and in particular the approaches most suitable and ethical requirements to research in pedagogy/ education practice	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework assignments (A1 – A4); • final project (A5, A6).
B: Intellectual skills This programme provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:
B1 critically evaluate education theory and practice relevant to their sphere of experience and aspirations; **B2** identify and apply appropriate techniques for the comprehensive examination, critical evaluation and synthesis of data for the analysis of education problems and issues; **B3** synthesise and critically evaluate the findings of primary and/ or secondary research into a coherent output	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (B1 - B4); • seminars (B1 – B4); • directed reading (B1 – B5); • use of the VLE (B1– B5); • group activities (B5); • independent research (B1 – B4).
B4 manage the complexity, uncertainty and new challenges within the education sector; **B5** critically assess their own and others' work with justification and appropriate judgment.	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework assignments (B1 - B5); • final project (B1 - B5).
C: Practical skills This programme provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to

C1	design, deliver and manage education programmes and/or activities that support and enhance the student learning experience;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (C1, C5, C6); • workshops (C1, C6); • use of the VLE (C1-C6); • coursework assignments (C1 - C3, C5); • independent research for final project (C2, C5, C6); • group exercises (C1, C4, and C6).
C2	creatively and critically synthesise original ideas from both professional and academic sources of knowledge and be able to apply these within an education context;	
C3	make insightful and original contributions towards education practice within complex or unpredictable environments;	
C4	demonstrate critical awareness off, confidence and competence in the selection of contemporary digital technologies and insights relevant to teaching and learning, including working effectively in an online environment;	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework assignments (C1-C6); • final project (C2, C3, C5, C6).
C5	conduct, critique and utilize research into teaching and learning issues, either individually or as part of a team;	
C6	understand the professional values and attributes in the development of teacher excellence, personal accountability and autonomy.	
D: Transferable skills This programme provides opportunities for students to:		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
D1	perform effectively when working in collaboration with and/or leading others;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (D5); • seminars (D1-D5); • group activities and workshops (D1, D2, D3) • use of the VLE (D1 – D6); • directed reading (D3, D4, D5, and D6).
D2	deploy a range of interpersonal skills including effective listening, negotiating, persuasion and presentation;	
D3	demonstrate openness and sensitivity to diversity in terms of other people, cultures and the teaching and learning environment;	
D4	manage and critically reflect on their own motivation, tasks and behaviour in enterprising, innovative and professionally appropriate ways;	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework assignments (D1-D7); • final project (D3- D7).
D5	reflect critically and constructively on their own thinking, practice and organisational impact and how these might be developed;	
D6	produce, present and critically reflect on written and online materials in a style appropriate to the specific academic or student audience, using and citing source materials correctly and appropriately	
D7	Manage a complex project from inception to successful	

completion	

LEVEL 7/PG Dip INTENDED STAGE OUTCOMES

A: Subject knowledge and understanding At the PGDip level, in addition to the outcomes at PGCert level, students have the opportunities <u>to develop and demonstrate in-depth knowledge and critical understanding of</u>:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
A1 Their repertoire of learning and assessment techniques appropriate to adult learners in varied settings, face-to-face and/ or remotely; **A2** Particular areas of pedagogic practice through choosing options that will enable them to become more critically reflective and proficient in their scope of education practice.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (A1, A2); • seminars (A1, A2); • directed reading (A1, A2, A5, A6); • use of the VLE (A1-A5); • support sessions (A6); • independent research (A6).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework assignments (A1 – A4); • final project (A5, A6).
B: Intellectual skills in addition to the outcomes at PGCert level, the PGDip level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:
B1 Increase depth of understanding through critical analysis of contemporary issues and topics.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (B1 - B4); • seminars (B1 – B4); • directed reading (B1 – B5); • use of the VLE (B1– B5); • group activities (B5); • independent research (B1 – B4).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework assignments (B1 - B5); • final project (B1 - B5).
C: Practical skills In addition to the outcomes at PGCert level, the PGDip level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
C1 Based on choice of options, enhance competence in and be critically reflective of the use of technology in	Learning and teaching strategies and methods (referring to numbered

	Intended Learning Outcomes):
learning, developing creative and effective assessment approaches, integrating employability into the curriculum and/ or enhancing leadership skills in education settings.	• lectures (C1, C5, C6); • workshops (C1, C6); • use of the VLE (C1-C6); • coursework assignments (C1 - C3, C5); • independent research for final project (C2, C5, C6); • group exercises (C1, C4, and C6).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework assignments (C1-C6); • final project (C2, C3, C5, C6). •
D: Transferable skills In addition to the outcomes at PGCert level, the PGDip level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
D1 Increase collaborative working approaches through undertaking group learning exercises; **D2** Enhance ability to critically reflect and benefit from opportunities to learn together either face-to-face or virtually.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (D5); • seminars (D1- D5); • group activities and workshops (D1, D2, D3 • use of the VLE (D1 – D6); • directed reading (D3, D4, D5, and D6).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework assignments (D1-D6); • final project (D3- D6).

LEVEL 7/PG Cert INTENDED STAGE OUTCOMES

A: Knowledge and understanding The PG Certificate stage provides opportunities for students to develop and demonstrate knowledge and critical understanding of *:*	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:
A1 Learning, teaching and assessment strategies both generic and within their subject discipline which are informed by scholarship, research and professional practice;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (A1-A6);

A2	Appropriate methods for supporting the learning of a diverse student population, which have been critically evaluated and are contextually relevant;	• seminars (A1-A6); • directed reading (A1, A2, A5, A6); • use of the VLE (A1-A6);
A3	The use and value of learning technologies in enhancing the student experience after synthesising current complex contradictions in the knowledge base;	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
A4	Approaches to evaluating, assuring and enhancing the quality of teaching and learning which demonstrate an autonomous and critical mastery of problem solving ;	• coursework assignments (A1 – A6)
A5	Strategies for curriculum design, development and evaluation which highlight independent evaluation and redefine existing knowledge;	
A6	The role of professional values and attributes in the development of teacher excellence, personal accountability and autonomy.	
B: Intellectual skills The PG Certificate stage provides opportunities for students to:		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:
B1	Systematically gather and critically evaluate evidence from a wide range of sources including the literature, students and peers;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):
B2	Critically analyse issues in their own educational practice which merit further investigation and research;	• lectures (B1); • group activities (B1–B5); • directed reading (B1, B2); • use of the VLE (B1, B4, B5); • independent research (B1-B5).
B3	Exercise critical judgement in the application of new knowledge to their current educational practice;	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
B4	Reflect on their own learning and manage their own continuing personal and professional development;	• coursework assignments (B1 - B5);
B5	Assess their own and others' work with justification and appropriate judgment.	• teaching observation (B2- B4).
C: Practical skills The PG Certificate stage provides opportunities for students to:		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:
C1	Integrate and critically reflect on scholarship, research and professional activities with teaching and the support of learning;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):
C2	Apply and critically reflect on expertise in curriculum design, development and evaluation through leadership and the effective management of change;	• lectures (C1, C6); • independent research for own practice (C2-C5); • group activities (C3-C5).
		Assessment strategies and methods

C3 Design and implement learning, teaching and assessment strategies that are appropriate to their students, the discipline and the context in which they work; C4 Assess and give feedback on student performance which supports the student experience and enhances the quality of learning and teaching; C5 Facilitate learning in range environments utilising skills which respect and support the needs of diverse learning communities; C6 Respond to feedback on the effectiveness of teaching having evaluated responses and identified potential solutions.	(referring to numbered Intended Learning Outcomes): • coursework essays (C1-C6); • teaching observation (C2, C3, C5, C6)
D: Transferable skills The PG Certificate stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:
D1 Demonstrate highly effective interpersonal skills and an ability to work in a multi-disciplinary or inter professional team; D2 Manage time and work to deadlines, demonstrating self-direction and innovation in tackling and solving problems;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • seminars (D1- D4); • group exercises and workshops (D1-D4); • use of the VLE (D1-D4).
D3 Structure and communicate ideas effectively, both orally, in writing and in appropriate media for a range of audiences; D4 Exercise decision-making in complex and unpredictable situations by dealing with issues in systematic and creative way, making sound judgments which can be clearly justified.	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework assignments (D1-D4); • teaching observation (D1-D4)

ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Taught Postgraduate Admission Regulations with the following exceptions:

For those students seeking a recordable qualification as a Teacher to be entered on the NMC register, the following admission criteria also apply:

- PG Cert Education students must be registered on the same part or sub-part of the register as the students they intend to support;
- PG Cert Education students must have a minimum of 3 years post-registration experience including evidence of continued professional development and be educated to a minimum of first degree level;
- Students must obtain a supportive reference from the Deputy Dean for Education in the health profession education Faculty of the University, indicating they have the necessary experience to undertake the programme as well as access to opportunities to achieve the programme outcomes;
- Students must have access to a minimum of 12 weeks (or 360 hours) experience as an educator in academic and practice settings. The teacher student must have this teaching experience with students on an NMC approved programme (pre- or post-registration). This may include all aspects of the teacher's role, such as mentoring, one-to-one support, assessment, programme evaluation and curriculum development.

The University's Standard Admission Regulations are available on the Staff Intranet at: https://intranetsp.bournemouth.ac.uk/pandptest/3a-postgraduate-admissions-regulations.doc.

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Postgraduate Assessment Regulations with the following exceptions which apply only to students enrolled on the standalone PG Cert Education Practice.

Period of registration: Part time 2 years maximum.

Compensation: Compensation may not normally apply to more than **20** credits.

For students who are initially enrolled on the PG Cert Education Practice and subsequently transfer to the MA Education Practice, any compensation granted while enrolled on the PG Cert will contribute towards the maximum compensable credit permitted under the University's Standard Postgraduate Assessment Regulations.

Provision for failed candidates:

Failure and reassessment

A student who fails a taught unit or units to a total value of no more than **20** credits, at the first attempt, may be asked to resubmit coursework and/or resit an examination on one occasion only.

For students who are initially enrolled on the PG Cert Education Practice and subsequently transfer to the MA Education Practice, any such reassessments will contribute towards the maximum reassessment permitted under the University's Standard Postgraduate Assessment Regulations.

Repetition of units

Where a student fails a taught unit or units carrying a total of more than **20** credits, at the first attempt, the Assessment Board will normally permit them to be reassessed in up to 20 credits before repeating

the remaining failed unit(s) (including any failed through reassessment) as outlined in the Standard Assessment Regulations.

The University's Standard Postgraduate Assessment Regulations can be accessed via the following link: https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-postgraduate.docx

Programme Skills Matrix

Units	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7
Programme Intended Learning Outcomes																								
LEVEL 7 — Investigating Education Practice	X	X	X	X		X	X				X	X			X		X	X	X	X		X	X	
Enhancing Education Practice	X	X	X	X	X	X	X	X			X	X	X	X	X		X	X	X	X	X	X	X	
Scholarship for Professional Development	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X		X	X	
Technology Enhanced Learning: Creativity in Design	X	X	X	X	X	X	X	X		X		X	X	X	X	X		X	X	X	X		X	X
Employability/Work-Based Learning: Implementing Best Practice	X	X	X	X			X	X	X	X		X	X	X	X			X	X	X	X		X	
Innovations in assessment and feedback	X	X	X	X	X		X	X		X	X	X	X	X	X			X	X	X	X		X	
Reflections on Leadership in HE	X	X	X				X	X		X	X	X		X	X		X	X	X	X	X	X	X	
Pedagogic Research Methods	X	X			X	X	X	X	X	X			X		X	X						X	X	X
Pedagogic Innovation/Research Project	X	X			X	X	X	X	X	X			X		X	X						X	X	X

A – Subject Knowledge and Understanding
This programme provides opportunities for students to develop and demonstrate in-depth knowledge and critical understanding of:
A1   the key concepts, debates and intellectual paradigms related to the study and practice of education in a range of contexts
A2   the role of education in a range of organisational, socio-cultural, political and economic contexts
A3   learning, teaching and assessment strategies both generic and within their subject discipline which are informed by scholarship, research and professional practice
A4   the use and value of learning technologies in enhancing the student experience after synthesising current complex contradictions in the knowledge base
A5   the range of research methodologies and techniques for generating original insights relevant to the study and practice of education
A6   increased understanding of research methodology and in particular the approaches most suitable and ethical requirements to research in pedagogy/ education practice

B – Intellectual Skills
This programme provides opportunities for students to:
B1   critically evaluate education theory and practice relevant to their sphere of experience and aspirations
B2   identify and apply appropriate techniques for the comprehensive examination, critical evaluation and synthesis of data for the analysis of education problems and issues
B3   synthesise and critically evaluate the findings of primary and/ or secondary research into a coherent output
B4   manage the complexity, uncertainty and new challenges within the education sector
B5   critically assess their own and others' work with justification and appropriate judgment.

C – Subject-specific/Practical Skills
This programme provides opportunities for students to:
C1   design, deliver and manage education programmes and/or activities that support and enhance the student learning experience
C2   creatively and critically synthesise original ideas from both professional and academic sources of knowledge and be able to apply these within an education context;
C3   make insightful and original contributions towards education practice within complex or unpredictable environments;
C4   demonstrate critical awareness of, confidence and competence in the selection of contemporary digital technologies and insights relevant to teaching and learning, including working effectively in an online environment
C5   conduct, critique and utilize research into teaching and learning issues, either individually or as part of a team
C6   understand the professional values and attributes in the development of teacher excellence, personal accountability and autonomy

D – Transferable Skills
This programme provides opportunities for students to:
D1   perform effectively when working in collaboration with and/or leading others
D2   deploy a range of interpersonal skills including effective listening, negotiating, persuasion and presentation;
D3   demonstrate openness and sensitivity to diversity in terms of other people, cultures and in the teaching and learning environment
D4   manage and critically reflect on their own motivation, tasks and behaviour in enterprising, innovative and professionally appropriate ways;
D5   reflect critically and constructively on their own thinking, practice and organisational impact and how these might be developed
D6   produce, present and critically reflect on written and online materials appropriate to the specific academic or student audience, using and citing source materials correctly and appropriately
D7   Manage a complex project from inception to successful completion