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**Programme Specification**

**Title of Course: Postgraduate Certificate in Research Methods in Education**

**Date Specification Produced: September 2018**

**Date Specification Last Revised: October 2018**

**SECTION 1: GENERAL INFORMATION**

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| --- | --- |
| **Title:** | Postgraduate Certificate in Research Methods in Education |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Online |
| **Programme Accredited by:** | None |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

The Postgraduate Certificate in Research Methods in Education is a distance learning programme that is offered 100% online. The programme is suitable for national and international students, and those who seek other forms of learning experiences from those traditionally offered. The programme is

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The programme has been designed in alignment with the principles of the Academic Framework at Kingston University London. It has been designed to have the characteristics of a research training programme (QAA, 2015) that will be suitable for education-related professionals. The programme has structured and assessed learning elements to enable those professionals to acquire knowledge and skills of advanced research processes, outcomes and dissemination. It is designed for those in education-related practice who work with children, young people, families and adults. Educators in children’s centres, nurseries, schools, colleges, consultancies, advisory services, museums, prisons, hospitals, higher education and other practice settings who wish to research their professional practice will find the programme relevant to their needs. Their varied roles and responsibilities relating to education might relate to different forms of disciplinary knowledge, age phase specialisations and experiences at any stage of their career.

Students will have in common the intention to become research-engaged professionals to meet the need for research-based practice, and the programme will enable them to acquire the research skills needed to meet this need. Students will learn to conduct research and design a research proposal for a possible research project involving complex phenomena relevant to their professional interest and expertise. They will learn strategies for evaluating, producing and disseminating knowledge which is relevant to a workplace environment in a complex and interconnected world.

The Postgraduate Certificate in Research Methods in Education comprises two 30-credit modules, which are entitled *Research Methods for Education* and *Developing a Research Proposal*. These two modules incorporate the aims, learning outcomes and the content of two modules of the existing Master of Research (Education) / MRes (Ed) programme that focus on the principles and practice of research as a systematic enquiry into professional practice, offering an opportunity for education-related professionals to acquire the confidence and attribute to become confident research-engaged professionals in line with the MRes (Ed), without the need to enrol in the full master's programme. This is a standalone PGCert programme which may serve as valuable preparatory stage for those considering doing further professional and academic degrees (e.g. doctoral degree).

Each module will develop a virtual community of learners so that e-learning, peer-enriched, participative and reflective experiences can facilitate the meeting of individual needs and develop a critically supportive cohort identity.

1. **Aims of the Programme**

The programme aims to enhance students’ ability to:

* have a comprehensive understanding of approaches, methods and skills which enable research into education-related professional practice;
* demonstrate initiative and originality in problem solving in complex and unpredictable professional situations with minimum guidance;
* be an independent, reflective and self-critical learner who can manage their own requirements for professional development;
* autonomously design a small-scale research project, incorporating a critical ethical dimension, appropriate for education-related practice;
* Confidently engage in academic and professional communication to disseminate research ideas to promote research-rich workplace cultures within their setting and beyond;
* To critically engage in a dynamic forum where students from different contexts can share ideas, collaborate and discuss and reflect on learning and experiences, including active engagement with learning technologies.

1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas (see table below).

The programme outcomes are referenced to the *Master’s Degree Characteristics Statement* (QAA, 2015) and the *Subject Benchmark Statement Education Studies* (QAA, 2015) and relate to the typical student.

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| **Programme Learning Outcomes** | | | | | | | | | |
|  | **Knowledge and Understanding**  On completion of the course students will be able to: | |  | **Intellectual Skills**  On completion of the course students will be able to | |  | **Subject Practical Skills**  On completion of the course students will be able to | | |
| A1 | Have an advanced understanding of theoretical and methodological approaches relevant to research, learning and practice in professional settings and their relationship to other relevant disciplines | | B1 | Design and manage research projects and reflexively evaluate selected methods of enquiry for researching professional practice | | C1 | Incorporate ethical dimensions to the process of researching professional practice and manage the implications of moral dilemmas | | |
| Relevant modules | 1, 2 | Relevant modules | 1, 2 | Relevant modules | 1, 2 | |
| A2 | Have a systematic understanding of professional knowledge constructs relevant to contextualising work-based research | | B2 | Analyse and evaluate a line of enquiry, and communicate their research ideas | | C2 | Flexibly and creatively synthesise ideas to show how professional learning might be facilitated for professional practice and research | | |
| Relevant modules | 1, 2 | Relevant modules | 1, 2 | Relevant modules | 1, 2 | |
| A3 | Critically analyse complex, incomplete and contradictory primary and secondary sources relating to epistemological, methodological and ethical frameworks which pertain to educational research | | B3 | Deconstruct the discourse of epistemology and methodology in the context of educational research and create ideas in innovative ways to explain methodological frameworks and enhance the design of a research proposal relevant to professional practice | | C3 | Have a deep and systematic understanding of disseminating research processes and outcomes and creatively apply knowledge in familiar and unfamiliar contexts | | |
| Relevant modules | 1, 2 | Relevant modules | 1, 2 | Relevant modules | 1, 2 | |
| A4 | Understand and reflect upon strengths and limitations of applicable methods of enquiry to inform the design of research into professional practice. | | B4 | Use theory at a high level of abstraction in formulating a line of enquiry | | C4 | Use personal reflection to analyse complex issues and own assumptions to make informed judgements in designing a systematic enquiry in professional / interprofessional practice | | |
|  | Relevant modules | 1, 2 |  | Relevant modules | 1, 2 |  | Relevant modules | 1, 2 | |
| A5 | Undertake and evaluate complex searches of databases and other information sources relevant to educational research | | B5 | Explore and critique methods of enquiry related to professional practice and particular areas or topics of interest | | C5 | Adapt performance as a research-engaged professional and work proactively with others to formulate solutions | | |
| Relevant modules | 1,2 | Relevant modules | 1, 2 | Relevant modules | | 1, 2 |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow

students to develop a range of Key Skills as follows:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Key Skills** | | | | | | |
| **Self Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development  KSA1 | Express ideas clearly and unambiguously in writing and the spoken work  KSB1 | Work well with others in a group or team  KSC1 | Search for and select relevant sources of information  KSD1 | Collect data from secondary sources and use appropriate methods to manipulate and analyse this data  KSE1 | Determine the scope of a task (or project)  KSF1 | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems  KSG1 |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback  KSA2 | Present, challenge and defend ideas and results effectively orally and in writing  KSB2 | Work flexibly and respond to change  KSC2 | Critically evaluate information and use it appropriately  KSD2 | Present and record data in appropriate formats  KSE2 | Identify resources needed to undertake the task (or project) and to schedule and manage the resources  KSF2 | Work with complex ideas and justify judgements made through effective use of evidence  KSG2 |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets  KSA3 | Actively listen and respond appropriately to ideas of others  KSB3 | Discuss and debate with others and make concession to reach agreement  KSC3 | Apply the ethical and legal requirements in both the access and use of information  KSD3 | Interpret and evaluate data to inform and justify arguments  KSE3 | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary  KSF3 |  |
| Work effectively with limited supervision in unfamiliar contexts  KSA4 |  | Give, accept and respond to constructive feedback  KSC4 | Accurately cite and reference information sources  KSD4 | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data  KSE4 | Motivate and direct others to enable an effective contribution from all participants  KSF4 |  |
|  |  | Show sensitivity and respect for diverse values and beliefs  KSC5 | Use software and IT technology as appropriate  KSD5 |  |  |  |

1. **Entry Requirements**

The minimum entry qualifications for the programme are:

Applicants are normally required to have obtained an honours degree and/or further qualifications relating to working with children, young people and families in professional or interprofessional settings. Applicants are expected to demonstrate a commitment to professional learning in an education-related environment. Applicants may be in, or have had professional practice, or have an appropriate work placement. Applications may be made by education professionals at any stage of their professional career.

The design of the programme requires the completion of 60 credits for the award of the Postgraduate Certificate in Research Methods in Education. Consequently, the process of recognition of prior and/or experiential learning is not applicable under any of the following categories: Certificated Prior Learning (RPCL), Formal Learning which has not been assessed (RPL) and Experiential Learning (RPEL).

International students will need to demonstrate a good standard of written and spoken English and have an IELTS score of 6.5 overall, as detailed in Kingston University’s admissions regulations. Appropriate English language competence must be evidenced in the form of certificated learning. Before the start of the academic year, a pre-sessional English course is offered in support of language skills for postgraduate study. After commencing the programme the student has access to English Language Development sessions.

Interviews are conducted by at least one member of the programme team. Interviews provide the opportunity for the relevance of the programme to the applicant’s professional circumstances to be explored and for programme tutors to advise applicants on advanced study skills.

Under the Data Protection Act 2018 information which is supplied by applicants will be held in strict confidence to ascertain suitability for the programme. The data of applicants who become registered students with the university form the basis of the student record.

Computing Requirements

The programme is delivered entirely online, and therefore there are minimum computer requirements for participating in it. A computer that will allow full participation in the programme will be a PC or Mac (ideally not older than five years) that runs a modern operating system (Windows 7, 8 or 10; Mac OX 10.7 or greater) and web browser (current versions of Google Chrome and Mozilla Firefox or Safari on a Mac). In addition, applicants will need access to a broadband Internet connection and will require speakers or headset and a microphone. A webcam would be useful but not obligatory. A checklist of the minimum requirements will be available for the students to check their equipment before they commence their studies.

**E. Programme Structure**

This programme is offered in part-time online distance learning mode and leads to the award of the Postgraduate Certificate in Research Methods in Education. The programme comprises two 30 credit modules at level 7, which are delivered sequentially over twelve months.

**E1. Professional and Statutory Regulatory Bodies**

The programme design and delivery are mindful of appropriate PSRB policy direction and guidance on professional learning in the field of Education. It does not offer accredited outcomes from these bodies.

**E2. Work-based learning, including sandwich courses**

Students will usually be in, or have had, appropriate professional practice or a relevant work placement. Students will be encouraged to reflect upon their own personal experience of working in an applied setting, to contextualise research issues relevant to professional practice and to critically evaluate the relationship between theoretical constructs and practice.

**E3. Outline Programme Structure**

All students will be provided with the University regulations. Full details of each module will be provided in module descriptors and student module guides.

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| --- | --- | --- | --- | --- | --- |
| **Level 7** | | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block**  **(part time)** | **%**  **Coursework** |
| Research Methods for Education | QC7710 | 30 | 7 | 1 | 100% |
| Developing a Research Proposal | QC7720 | 30 | 7 | 2 | 100% |
| **Option modules** |  |  |  |  |  |
| None |  |  |  |  |  |
|  | | | | | |

**F. Principles of Teaching, Learning and Assessment**

**Teaching/learning methods and strategies**

The PGCert in Research Methods in Education programme is guided by the Kingston University Curriculum Design principles. It has been designed as an online distance programme to be delivered through a variety of synchronous and asynchronous learning activities to meet the needs of students around work, with different personal commitments, and across time zones. The programme also recognises the potential range and diversity of backgrounds and experiences of professionals in education settings, from novice practitioners to those working in specialist practice and leaders of organisations. It uses a wide range of teaching and learning approaches to enable all students to become enquiring, reflective and autonomous learners in each module. It uses Kingston University’s VLE (e.g. Canvas Conferences) to provide online video conferencing and virtual classes, along with blogs, e-Portfolio and appropriate social media (e.g. Twitter, Tube, Slideshare, Flickr) facilitating both synchronous and asynchronous learning activities.

The programme consists of two blocks, which are module-specific, as indicated below:

Block 1: Research Methods for Education Professionals

Theme 1: Qualitative Research Methodology

Theme 2: Quantitative Research Methodology

Theme 3. Data collection tools

Theme 4. Analysing data

Block 2: Developing a Research Proposal

Theme 1: Developing a Research Idea

Theme 2: Developing the Research Design

Theme 3: Ethical dimensions

Theme 4: Anticipated outcomes

Each module-specific block is framed by four themes over a semester. To maximise accessible provision for part-time students in remote learning environments and different time zones the programme mainly uses asynchronous learning activities (e.g. video-recorded lectures, wiki's, reading tasks and discussion boards). Synchronous events in a form of face-to-face online sessions (e.g. virtual classes, online tutorials) will also take place to introduce each teaching block and provide interactive support from tutor and peers at staged intervals during each teaching block. In all cases, these activities and events will be archived and will be accessible to participants throughout the programme for use at their own convenience.

The programme will encourage participants to develop a reflective approach, and they will be guided and encouraged to use outcomes from educational research and scholarship to inform their practice as students and professionals. Active participation in group work through virtual workshops for peer assessment and peer support is encouraged in order to facilitate a broad understanding of systematic enquiry in educational contexts. Discourse and debate will be generated and encouraged throughout the programme. Typically, *a theme* is explored over the period of four weeks, as illustrated in Figure 1 below.

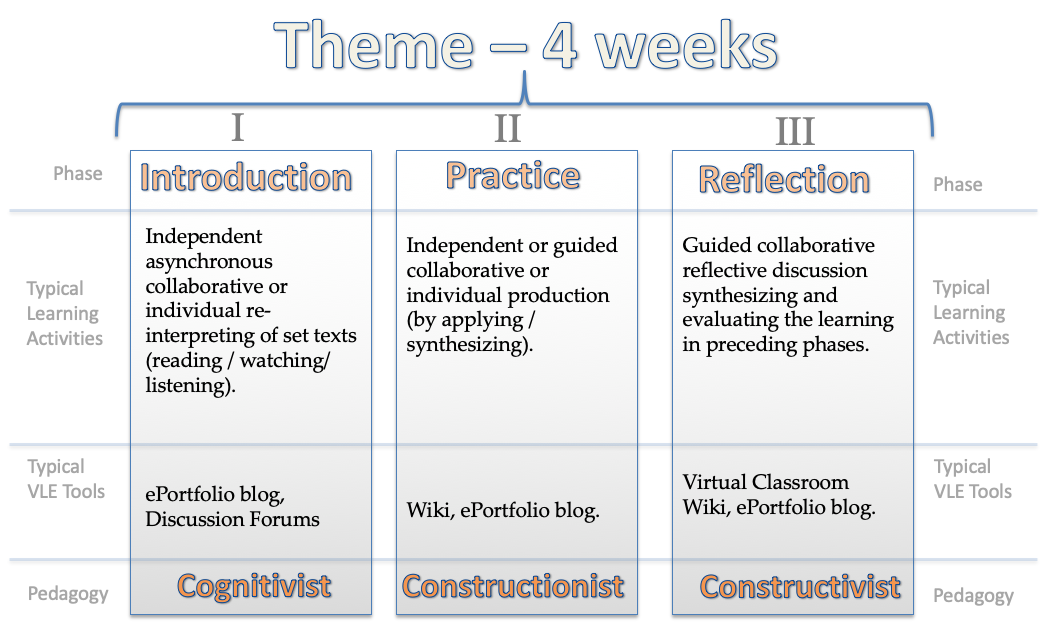


Figure 1. *The teaching/learning pattern within a theme*

Teaching and learning within a theme starts with i) the independent asynchronous collaborative or individual reflections on the set reading/podcast material (in the form of set moderated discussions in the Canvas discussions forum), followed by ii) the independent individual/collaborative engagement with the set tasks/exercises (e.g. written reflection, production of research plan etc.). Lastly, iii) the learning on the *theme* is consolidated, problematised and reflected upon within the synchronous whole-group collaborative discussion/seminar inside the virtual classroom (Figure 1) using the web-conferencing provision of the Canvas platform. Web-conferences are recorded and edited to enable student revision and reflection on shared learning experiences.

The independent learning is guided by articulated plans, activities, tasks, video-recorded lectures, video-recorded instructions and systematic guidance facilitated by the VLE. All learning activities and tasks are available through the module pages on Canvas and are accompanied by specific guidance on how to use the VLE tools and other suitable media tools (e.g. YouTube, Twitter, Prezi, etc.) to complete each activity or task. This guidance is available in a both video and text format. The course website will provide access to resources on critical thinking, exemplars of work in progress and news digests relevant to the programme. The teaching will be learner-centred, which means that, with the support of the tutors, students will take responsibility for their own learning. Students are expected to do their preliminary reading, which initiates and contribute to their understanding and bring their thoughts/questions for discussion with their peers and tutors in virtual classes using the web-conferencing provision of the Canvas platform. Consequently, the virtual classes are located within well-defined blocks of module study to reflect their thematic design and learning outcomes. They are classes for synchronous collaborative work with or without the tutor(s). Virtual classes for collaborative work between the peers to work in small groups on set tasks without the tutor are set up by the students themselves following the available guidance on Canvas. Virtual classes for whole-group collaborative discussions, seminars or workshops are set up by the tutor(s). The first virtual class with the whole group takes place in the induction week and is introductory. The rest whole-group classes mark the end of each theme, as Figure 1 represents.

Online discussions will continue after the virtual class. Each discussion thread will critically analyse methodological issues. This activity will be supported by online tutorials, by arrangement, and will feed forward into the final assessment. The online tutorials will allow the students to explore and discuss their developing ideas with regard to key methodologies, research questions and research design.

To harness the full potential of best practice in pedagogy the use of technologies throughout the programme particularly emphasises active engaged learning, collaboration, sharing and contribution. Students will have the opportunity to negotiate the use of specific social media tools as appropriate.

An example of the way the VLE tools are used in the *Practice* phase (see Figure 1) might include:

1. **Produce a Prezi presentation of a solution or a plan (e.g. an e-poster of your proposed research),**
2. **Produce a 5-minute video podcast file** clarifying and elaborating your research aims,
3. Produce a 10-minute webinar explaining and justifying your chosen research method,
4. **Present to your peers in the Virtual Classroom Conference and record the presentation,**
5. **Using the criteria guidelines (provided with the directed tasks) work in small groups online (Canvas conferencing option), to evaluate your peer presentations and collect their evaluation of your presentation**
6. **Three hundred words e-Portfolio post** reflecting on your own experience of the **presentation** of evaluation of a research method (or a research design that can become part of your research proposal),
7. **Reframe your evaluation, plan, solution,** in response to the observers’ **comments** and self-reflection,
8. **Short reflection (100 words) e-Portfolio post** on what changes you made to your **plan, approach, solution, etc.**

**Assessment strategies**

* reports
* e-posters
* webinars
* online discussion tasks
* formative peer review
* written essays

**G. Support for Students and their Learning**

Students are supported by:

* A module leader for each module.
* A course leader to help students understand the programme structure.
* Personal tutors to provide academic and personal support (see above).
* A designated programme administrator, contactable in the office or by email.
* An induction programme at the beginning of each new academic session.
* Staff Student Consultative Committee, which will sit twice during the course using synchronous video conferencing (Canvas Conferences) with representatives to include at least one home and one internationally based participant. In addition, a video conferencing environment and discussion board will be made available for participants to raise and discuss issues with their representatives on the committee. The course leader and the two module leaders will participate on the committee.
* VLE, facilitating an online interactive learning environment, with technical support.
* Remote online access to resources and journals provided through Kingston University’s Learning Resource Centre.
* Skills4Study, which is an interactive online site, available through "My Kingston"
* English for Academic and Professional Development, particularly the “Bookable one-to-one tutorials” scheme.
* Guidance and continuous support for the development of academic skills will be provided in the form of online group tutorials, personal tutorial sessions and other online resources.
* Student support services, such as Health & Wellbeing, Money Advisors, Careers and Employability, which can be accessed via My Kingston and Student Hub.

A Personal Tutoring Scheme (PTS) is embedded in the programme. All participants on the course will be allocated a tutor from the course team who will be their first point of contact for academic issues arising during the course. Participants will be able to meet virtually with their tutor using a dedicated virtual tutorial space available throughout the year supported by the University’s own video conferencing and classroom environment. Tutors and tutees may also negotiate over the use of additional or alternative social media tools for this purpose.

At Level 7 the aims, and therefore the minimum expectations, of the PTS are:

* To help students to make the transition to a new field of study and understand how to use feedback on the postgraduate course
* To encourage students to be proactive in making links between their course and their professional and/or academic aspirations
* To explore students’ research aspirations
* To help students gain confidence in contributing to, and learning from, constructive peer review
* To encourage students to become part of a wider disciplinary and/or professional community.

Some students on the programme may return to study after a substantial period. Some students might be at an early stage in their professional careers. To help ensure successful transitioning to the new level of study for all students, personal tutors will meet them online prior to starting the programme, in the induction week. The induction week is designed to help students become familiar with the course and the learning platform, to gain confidence in their academic skills and have contact with a personal tutor who is designated for their whole course. Guidance and support in using the online learning platform will be continuous, alongside embedded skills development within the programme. The personal tutor will gain knowledge of the professional role, setting and research focus of individual students, their experience of ‘return to study’ and induction sessions, their professional aspirations and their use of opportunities to contribute to, and learn from, constructive peer review. A set of guidance notes will be provided to all students to explain the role of the Personal Tutors and their relationship to other Student Support services in the university.

Personal tutors will be available to provide academic advice and guidance throughout the course. They will facilitate students’ reflections and encourage learner autonomy in preparation for the summative assignments. Post-graduation emails to offer congratulations, encourage students to keep in touch, and alert students to future events and contacts will be sent to students by Personal Tutors. Designated personal tutors will have access to the university guide and be in receipt of tailored student information through the ‘Tutor’ function of OSIS.

Technical support

The course team are experienced users of the technologies that feature in the course and will be able to resolve many of the issues with regard participating in online activities and accessing resources. In addition, participants will have access to the University’s Service Portal where support requests can be submitted online.

**H. Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External examiners
* Boards of study with student representation
* Staff Student Consultative Committee are sub-committees of Boards of Study and should map onto the appropriate calendar. SSCCs are minuted and should comprise representatives of all years/levels.
* Annual review and arising staff development events
* Periodic review undertaken at subject level
* Student evaluation at module and programme wide levels
* Moderation policies.

**I. Employability Statement**

The programme will benefit professionals who wish to advance their learning, research and practice skills in a wide variety of education-related settings. Students will deepen their employability skills as facilitators, coordinators and mediators of research-engaged professional practice. Key skills include taking individual responsibility for the learning process, enhancing interpersonal skills, undertaking information retrieval, data presentation and analysis, self-management and innovatory problem-solving in familiar and unfamiliar contexts. Further details of enhancing employability are provided in the Key Skills tables. Subject practical skills are identified as part of the Programme Learning Outcomes.

The importance of the acquisition of enquiry skills is shown throughout the programme. It will enable professionals to advance their knowledge and understanding of methods of enquiry that are appropriate for education practice and share research processes and ideas for possible research projects in professional settings. The programme encourages students to communicate their research ideas and research plans to a wide range of audiences through virtual presentations (e.g. e-posters, webinars), and write for publication for specialist and general readerships and to participate in collaborative learning networks for education professionals.

Applicants for practitioner research posts will benefit from the programme. The role of the researching professional in education-related contexts is of growing importance in individual organisations and consortium settings. For example, deputy headteachers in schools and managers in children’s centres may have responsibility for research projects to support improvements. Research Development managers in larger institutions and subject-specific lead professionals require research skills to explore evidence.

Consequently, the programme can assist an exploration of professional advancement opportunities by maximising ‘our graduates’ choices’. We expect that our graduates will return to mentor students, provide input for the programme and join the growing alumni network at Kingston University. The building of networks to support students will include developing seminar programmes and holding an annual research conference for alumni and current students.

**J. Approved Variants from the Undergraduate or Postgraduate Regulations**

There are no variants to be sought from the UMS.

**K. Other sources of information that you may wish to consult**

Department for Education [www.education.gov.uk](http://www.education.gov.uk)

General Social Care Council [www.gscc.org.uk](http://www.gscc.org.uk)

Kingston University *Academic Guidance 2: University Level Descriptors 2015-2016*

[http://www.kingston.ac.uk/aboutkingstonuniversity/howtheuniversityworks/policiesand regulations/](http://www.kingston.ac.uk/aboutkingstonuniversity/howtheuniversityworks/policiesand%20regulations/)

QAA (September 2015) *Master’s Degree Characteristics Statement* <http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf>

For reviews conducted before 1 August 2016 the previous edition continues to apply

QAA (March 2010) *Master’s Degree Characteristics Statement*

<http://www.qaa.ac.uk/en/Publications/Masters-Degree-Characteristics-2010.pdf>

Although the QAA *Subject Benchmark Statement Education Studies* (QAA, February 2015) is focused on Bachelor’s degrees with honours programmes (Section 1.4), its defining principles and subject strands inform this programme specification (Section 4 & 5): <http://dera.ioe.ac.uk/22213/2/SBS-education-studies-15.pdf>

**Development of Field/Course Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are summatively assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes. Include both core and option modules.

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| --- | --- | --- | --- |
| **Module code** | | **Level 7** | |
| Research Methods for Education Professionals | Developing a Research Proposal |
| **Knowledge & Understanding** | A1 | S | S |
| A2 |  |  |
| A3 |  | S |
| A4 |  |  |
| **Intellectual Skills** | B1 | S | S |
| B2 | S | S |
| B3 |  |  |
| B4 | S | S |
| B5 | S | S |
| **Practical Skills** | C1 | S | S |
| C2 | S | S |
| C3 | S | S |
| C4 | S | S |
| C5 | S | S |

**Students will be provided with formative assessment opportunities throughout the course to practice and develop their proficiency in the range of assessment methods utilised**

**Assessment Calendar**

This table indicates the weeks that summative assessments will be published and when they will be due to be submitted or sat (exams)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Title** | **Assessment Element** | **Brief published** | **Submission Week** | **Feedback Week** |
| **Level 7** | | | | |
| QC7710 Research Methods for Education | Coursework | 3/12/2018 | 10/06/2019 | 1/07/2019 |
| QC7720 Developing a Research Proposal | Coursework | 6/05/2019 | 6/01/2020 | 27/01/2020 |
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**Technical Annex**

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| **Final Award(s):** | Postgraduate Certificate in Research Methods in Education |
| **Intermediate Award(s):** | *N/A* |
| **Minimum period of registration:** | One year (12 months) |
| **Maximum period of registration:** | Three years (36 months) |
| **FHEQ Level for the Final Award:** | Level 7 |
| **QAA Subject Benchmark:** | Education |
| **Modes of Delivery:** | Part-time by online distance learning |
| **Language of Delivery:** | English |
| **Faculty:** | Health Social Care and Education |
| **School:** | Education |
| **JACS code:** |  |
| **UCAS Code:** | N/A |
| **Course/Route Code:** |  |
|  |  |