

SEVERN BUSINESS COLLEGE

EAI Master Of Education

Course Handbook

Qualification
EAI Master of Education (MEd)

MQF Level
8

Total Learning Hours
2250

ECTS
90

Course Structure

EAI Master of Education			
Unit Ref No.	**Unit Title**	**Unit level**	**ECTS**
MED701	Creating Positive Classroom Environments	7	5
MED702	Foundations of Education: Historical, Philosophical, and Social Perspectives	7	5
MED703	Strategic Curriculum Development and Pedagogical Planning	7	5
MED704	Theories of Learning and Their Pedagogical Applications	7	5
MED705	Identifying and Overcoming Obstacles to Student Achievement	7	5
MED706	Inclusive Pedagogies for Multicultural and Varied Learning Needs	7	5
MED707	Advanced Teaching Methods for Secondary Education	7	5
MED708	Effective Pedagogical Strategies for Elementary and Middle School Grades	7	5
MED709	Principles and Practices of Student Assessment	7	5
MED710	Developmental Psychology: Early Childhood	7	5
MED711	Developmental Psychology: Adolescence and Emerging Adulthood	7	5
MED712	Innovative STEM Pedagogy for Elementary and Middle School Education	7	5
MED713	Innovative STEM Pedagogy for Secondary Education	7	5
MED714	Global Perspectives in Education and Cultural Competence	7	5
MED715	Research Design and Professional Inquiry in Education	7	5
MED716	Educational Research Project (Dissertation)	7	15

Exit Qualification
Postgraduate Certificate in Education (PGCE) (Level 7, 30 ECTS)(Unit MED701 till MED706)
Postgraduate Diploma in Education (PGDip) (Level 7, 60 ECTS) (Unit MED701 till MED712)

UNIT SPECIFICATIONS

Unit Title
Creating Positive Classroom Environments

Level
7

Learning Time Hours
125

ECTS
5

Module Overview
This module explores key strategies and approaches for developing inclusive, engaging, and well- structured classroom environments that promote positive behaviour, learner motivation, and academic success.

Learning Outcomes
Competences:
At the end of the Module the learner will have acquired the responsibility and autonomy to:

- Demonstrate independence and sound judgment in professional decision-making, applying initiative and ethical responsibility when addressing complex and unpredictable educational challenges.

- Design, coordinate, and evaluate educational strategies, policies, or programmes, showing professional initiative, coordination and innovation in advancing effective educational practice.
- Oversee and adapt diverse learning environments with accountability for learner outcomes, ensuring fairness, inclusivity, and equity.
- Pursue and sustain their own professional development through systematic reflective practice and commitment to lifelong learning.
- Mentor, empower, and collaborate with peers or junior professionals, cultivating collective responsibility, knowledge-sharing, and professional growth in educational contexts.

Knowledge:

At the end of the Module the learner will have been exposed to the following:

- Apply advanced educational theories and research findings to design effective teaching, learning, and assessment strategies.
- Integrate evidence-based practices to address complex educational challenges in diverse contexts.
- Develop and implement innovative curricula and interventions that promote inclusivity and learner engagement.
- Use appropriate research methodologies to investigate educational problems and inform professional practice.
- Employ digital tools and emerging technologies to enhance learning environments and educational outcomes.
- Translate policy and theoretical frameworks into practical solutions that improve institutional and learner performance.
- Demonstrate professional competence in evaluating and refining educational practices through reflective and data-driven approaches.

Skills:

At the end of the Module the learner will have acquired the following skills:

- Analyse complex educational issues using advanced theoretical and research-based approaches.
- Design and implement innovative teaching, learning, and assessment strategies to address diverse learner needs.
- Use qualitative and quantitative research methods to generate, interpret, and apply data for evidence-based decision-making.
- Develop leadership, management, and problem-solving skills to improve educational practice and organisational performance.
- Integrate digital tools and emerging technologies to create engaging and inclusive learning environments.
- Communicate complex ideas effectively to academic, professional, and policy-making audiences.
- Collaborate across multidisciplinary teams to plan and evaluate educational initiatives.
- Reflect critically on personal practice to foster continuous professional growth and improvement.

Module-Specific Learner Skills

Upon completion of the module, learners will demonstrate enhanced abilities in:

- Design classroom management strategies that promote positive behaviour and student engagement.
- Apply inclusive practices to address diverse learner needs effectively.
- Use evidence-based approaches to create safe, respectful, and motivating learning environments.
- Evaluate the effectiveness of classroom strategies and adapt them based on reflective practice.

Module-Specific Digital Skills and Competences

Learners will develop digital skills and competencies including:

- Use digital classroom management tools (e.g., learning management systems, behaviour tracking apps) to support positive learning environments.
- Integrate digital resources (e.g., multimedia content, interactive platforms) to enhance learner engagement and motivation.
- Evaluate online tools for accessibility and inclusivity to ensure equitable participation for all learners.
- Apply data from digital platforms to inform decisions about classroom strategies and student support.

Module Workload

Component	Hours
Total Contact Hours	25
Supervised Placement and Practice Hours	0
Self-Study Hours	95

Assessment Hours	5
Total Learning Hours	125
ECTS Credits	5

Total Contact Hours: Contact Hours are hours invested in learning new content under the Direction of a tutor/lecturer e.g. lectures participation in online forums
Supervised Placement and Practice Hours: During these hours the learner is supervised, coached, or mentored.
Self-Study Hours: Estimated workload of research and study
Assessment Hours: Examinations/ presentations/ group work/ projects etc.

Pedagogy

This module will be delivered fully online through the Institute's Moodle-based Virtual Learning Environment, supported by live teaching through Zoom or a VLE integrated video conferencing platform and collaborative learning through Google Workspace. Moodle will provide module materials, guided readings, announcements, discussion forums, quizzes, learning activities, and learner progress tracking. Zoom or a VLE integrated video conferencing platform will be used for live lectures, tutorials, workshops, student presentations, peer discussion, and academic support. Google Workspace will support group work, shared documents, peer activities, presentation preparation, and collaborative academic tasks. The module will normally include weekly synchronous sessions supported by structured Moodle activities, ensuring both synchronous and asynchronous learner engagement. The module will combine flexible access, regular tutor interaction, peer engagement, and systematic monitoring of student participation. Students with additional learning needs, academic English-development needs, or digital access challenges may receive reasonable academic guidance, accessible learning resources, formative feedback, and referral to relevant student-support procedures in line with institutional policy. Each ECTS shall include a minimum of 5 contact hours. Of these contact hours, a minimum of 4 hours per ECTS shall be delivered synchronously through live tutor led online teaching, seminars, tutorials, supervision, presentations, viva style discussion, live academic support or other real time tutor supported learning activity. Up to 1 hour per ECTS may be delivered asynchronously, provided that the activity includes tutor support and human interaction, such as instructor moderated discussion, interactive recorded content requiring learner response and tutor feedback, supervised online exercises, or instructor reviewed recorded presentations. For each standard 5 ECTS taught module, the 25 contact hours shall therefore comprise 20 synchronous online contact hours and 5 asynchronous tutor supported online contact hours.

Assessment Strategy

This module will be assessed through assignment, presentation and examination/controlled online assessment, aligned with the module learning outcomes.

Assessment Weightings:

- Assignment: 50%
- Presentation: 30%
- Examination / Controlled Online Assessment: 20%

Assessment Methods:

- Assignment: 50%: The assignment will normally involve a written academic task such as a critical essay, case analysis, policy review, curriculum design task, reflective professional analysis, research proposal, lesson or assessment design, or other module-relevant task. To support sustained critical argument at MQF Level 7, the assignment will normally be 2,500–3,000 words, unless an equivalent module-specific task is approved in the assessment brief.
- Presentation: 30%: The presentation will normally be delivered through Zoom or a VLE integrated video conferencing platform and may include tutor questions, peer discussion or oral clarification. It should normally be an individual presentation of approximately 10 minutes, equivalent to approximately 850 spoken words, or a maximum of 10 slides, unless otherwise stated in the module assessment brief.
- Examination / Controlled Online Assessment: 20%: The examination or controlled online assessment may include essay-based, case-based, application-based or problem-solving questions designed to assess the student's individual understanding and application of the module content. It may be delivered through Moodle Quiz or another approved Moodle-based assessment format, with appropriate controls such as time restrictions, question randomisation, attempt limits and activity logs.

Assessment submission and grading will be managed through Moodle Assignment and/or Moodle Quiz. Written work will be checked through Turnitin or an institutionally approved similarity-checking tool. The pass mark for the module is 50%. The assessment will be marked using the general assessment rubric provided in Section B, point 23, unless a module-specific rubric is provided.

Pass Mark: 50%

Reassessment Policy:
Students who do not achieve the required standard are afforded one opportunity for reassessment.

- Process: Reassessment typically involves resubmission of assignments, retaking examinations, or revision of project reports
- Timing: Reassessments are scheduled according to the academic calendar, with specific deadlines communicated to affected students
- Support: Additional academic support, including individual tutorials and skills workshops, is provided to assist students in addressing identified areas for development and preparing effectively for reassessment

Essential Reading
Core Reading List:

- Jones, S. & Bailey, R. (2021). Positive Learning Environments: Strategies for Effective Classroom Management. Routledge.
- Hammond, Z. (2020). Culturally Responsive Teaching and the Brain (2nd ed.). Corwin Press.
- Wubbels, T., Brekelmans, M., & den Brok, P. (2022). Teacher–Student Relationships and Classroom Climate. Springer.
- Hattie, J. (2021). Visible Learning: The Sequel – A Synthesis of Over 2,100 Meta-Analyses Relating to Achievement. Routledge.
- Mercer, N., & Howe, C. (2020). Explaining the Dialogic Classroom. Routledge.

Supplementary Reading List:

- Jones, S., & Bailey, R. (2021). Positive Learning Environments: Strategies for Effective Classroom Management. Routledge.
- Hammond, Z. (2020). Culturally Responsive Teaching and the Brain (2nd ed.). Corwin Press.
- Wubbels, T., Brekelmans, M., & den Brok, P. (2022). Teacher–Student Relationships and Classroom Climate. Springer.
- Hattie, J. (2021). Visible Learning: The Sequel – A Synthesis of Over 2,100 Meta- Analyses Relating to Achievement. Routledge.
- Mercer, N., & Howe, C. (2020). Explaining the Dialogic Classroom. Routledge.
- Marzano, R. J., & Heflebower, T. (2021). Teaching & Assessing 21st Century Skills (Revised Edition). Marzano Research.
- Hopkins, D. (2020). A Teacher's Guide to Classroom Research (6th ed.). McGraw-Hill Education.
- Schunk, D. H. (2021). Learning Theories: An Educational Perspective (8th ed.). Pearson.

Seminal / Foundational Texts:

- Kounin, J. S. (1970). Discipline and Group Management in Classrooms. Holt, Rinehart and Winston.
- Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press.
- Dewey, J. (1938). Experience and Education. Macmillan.

Relevant Peer-Reviewed Journals:

- Teaching and Teacher Education. Elsevier.
- Learning and Instruction. Elsevier.
- Journal of Classroom Interaction. Classroom Interaction, Inc.
- Educational Psychology Review. Springer.
- British Journal of Educational Psychology. Wiley.

UNIT SPECIFICATIONS

Unit Title
Foundations of Education: Historical, Philosophical, and Social Perspectives

Level
7

Learning Time Hours
125

ECTS
5

Module Overview
This module provides a comprehensive exploration of education through the interrelated lenses of history, philosophy, and sociology. It aims to help learners critically examine how educational systems, practices, and policies have evolved over time and how they are shaped by philosophical ideologies and sociological structures. Students will engage with key educational thinkers, movements, and theoretical frameworks to understand the broader social, cultural, and political contexts that influence education. The module encourages critical reflection on contemporary educational challenges and promotes an understanding of education as a dynamic social institution.

Learning Outcomes
Competences:
At the end of the Module the learner will have acquired the responsibility and autonomy to:

- Interrogate and synthesise complex historical, philosophical, and sociological perspectives to critically evaluate how education systems evolve and transform across diverse cultural and global contexts.
- Plan, direct, and execute independent learning and research tasks on the contextual foundations of education, demonstrating initiative in integrating theoretical insights with empirical evidence.
- Contribute substantively to educational debates and policy dialogues by applying contextual knowledge to analyse and propose responses to contemporary institutional and societal challenges.
- Exercise ethical reasoning and professional discernment when examining the impact of educational ideologies and practices on equity, inclusion, and social justice.Facilitate, coordinate, and collaborate within interdisciplinary professional or academic teams, applying cross-disciplinary perspectives to evaluate and address complex educational issues in practice.

Knowledge:
At the end of the Module the learner will have been exposed to the following:

- Demonstrate advanced and critical awareness of the historical trajectories of education systems, interpreting their development in relation to wider socio-political, cultural, and economic contexts.
- Critically appraise and contrast influential philosophical traditions (such as idealism, pragmatism, and critical theory), evaluating their implications for contemporary educational thought and practice.
- Integrate and apply key sociological perspectives (e.g., functionalism, conflict theory, social reproduction, agency) to analyse education's role within society.
- Investigate and problematise the intersections between education and broader social structures, including class, gender, race, and culture, through comparative and global perspectives.
- Formulate informed and original positions on contemporary debates about the aims, values, and societal purposes of education, underpinned by scholarly evidence and critical reflection.

Skills:
At the end of the Module the learner will have acquired the following skills:

- Apply advanced analytical and interpretive skills to examine the historical evolution, philosophical foundations, and sociological implications of education in various cultural and national contexts.
- Critically evaluate key theories and frameworks from the fields of history, philosophy, and sociology to assess their relevance and application to contemporary educational issues.
- Formulate well-supported arguments and positions on educational matters using interdisciplinary evidence and critical reasoning.
- Design and conduct independent academic inquiries or small-scale research projects, utilising appropriate theoretical, methodological, and ethical approaches in the study of education.
- Communicate complex ideas clearly and coherently in both academic and professional formats, using appropriate terminology and referencing standards relevant to the field of education.

Module-Specific Learner Skills

Upon completion of the module, learners will demonstrate enhanced abilities in:

- Critically interpret and compare historical, philosophical, and sociological texts relevant to education, using academic reading strategies and theoretical frameworks.
- Engage in informed academic debate and reflective discussion, articulating diverse perspectives on educational issues with clarity and critical insight.
- Apply contextual understanding to contemporary educational practice and policy, identifying how social, cultural, and ideological forces shape educational outcomes.
- Integrate interdisciplinary knowledge into educational research and writing, drawing on appropriate scholarly sources and citation practices.
- Demonstrate intellectual flexibility and critical thinking, navigating complex ideas and theories from multiple disciplines to construct coherent, evidence-based arguments.
- Use digital tools and academic databases to conduct literature reviews and gather scholarly material relevant to the socio-historical and philosophical study of education.

Module-Specific Digital Skills and Competences

Learners will develop digital skills and competencies including:

- Efficiently use digital platforms and academic databases to locate, evaluate, and cite scholarly literature relevant to the module themes.
- Utilise online collaborative tools to engage in discussions, share resources, and co-create content with peers and instructors.
- Apply digital tools for managing references and organising academic research in line with scholarly standards.
- Demonstrate the ability to use digital presentation and visualisation tools to effectively communicate complex theoretical ideas and research findings.
- Apply digital literacy skills to critically assess online content and distinguish between credible and non-credible academic sources.
- Engage with virtual learning environments to access learning materials, participate in discussions, submit assignments, and monitor academic progress.

Module Workload

Component	Hours
Total Contact Hours	25
Supervised Placement and Practice Hours	0
Self-Study Hours	95
Assessment Hours	5
Total Learning Hours	125
ECTS Credits	5

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Essential Reading
Core Reading List:
- Biesta, G. (2021). World-Centred Education: A View for the Present. Routledge.
- Grace, G. & Horne, M. (2021). Philosophy, History, and Sociology of Education. Bloomsbury Academic.
- Apple, M. W. (2022). Can Education Change Society? (2nd ed.). Routledge.
- Gewirtz, S., Maguire, M. & Cribb, A. (2020). Understanding Education: History, Politics and Practice. Polity Press.
- Lynch, K. & Baker, J. (2021). Equality and Education: Sociological Perspectives. Palgrave Macmillan.

Supplementary Reading List:

- Murphy, M. (2021). Philosophy and Education: An Introduction to Key Questions and Themes (2nd ed.). Routledge.
- Reay, D. (2022). The Working-Class and Education: Inequality and the Role of Education. Routledge.
- Sahlberg, P. (2021). Finnish Lessons 3.0: What Can the World Learn from Educational Change in Finland? Teachers College Press.

Seminal / Foundational Texts:

- Dewey, J. (1916). Democracy and Education. Macmillan.
- Freire, P. (1970). Pedagogy of the Oppressed. Herder and Herder / Continuum.
- Durkheim, E. (1956). Education and Sociology. Free Press.
- Illich, I. (1971). Deschooling Society. Harper & Row.

Relevant Peer-Reviewed Journals:

- Educational Philosophy and Theory. Taylor & Francis.
- Journal of Philosophy of Education. Wiley.
- British Educational Research Journal. Wiley.
- Teaching in Higher Education. Taylor & Francis.
- Oxford Review of Education. Taylor & Francis

UNIT SPECIFICATIONS

Unit Title

Strategic Curriculum Development and Pedagogical Planning

Level

7

Learning Time Hours

125

ECTS

5

Module Overview

This module critically explores the principles, models, and processes of curriculum design and instructional planning in diverse educational contexts. It examines how educational philosophies, learning theories, policy frameworks, and stakeholder needs influence curriculum development and instructional decision-making. Learners will engage with contemporary debates on curriculum relevance, inclusivity, and adaptability, and will evaluate curriculum models based on evidence- based practices. The module empowers students to design effective, equitable, and context-sensitive curricula and make informed instructional decisions that respond to learner diversity, institutional goals, and societal demands

Learning Outcomes

Competences:

At the end of the Module the learner will have acquired the responsibility and autonomy to:

- Formulate and adapt curriculum designs and instructional strategies that respond to learner diversity, contextual demands, and policy requirements.
- Coordinate and guide curriculum development initiatives, integrating ethical, cultural, and pedagogical perspectives into decision-making.
- Apply informed professional judgment in selecting and modifying instructional approaches, ensuring coherence with learning outcomes, assessment frameworks, and institutional goals.
- Evaluate and refine professional practices through systematic reflection and evidence-based feedback, enhancing curriculum implementation and teaching effectiveness.

- Engage in constructive partnership with colleagues, administrators, and external stakeholders to promote inclusive, innovative, and context-responsive curriculum planning.
- Coordinate curriculum-planning activities and contribute to collaborative pedagogical improvement through evidence-informed decision-making, reflective practice, and professional communication.

Knowledge:

At the end of the Module the learner will have been exposed to the following:

- Demonstrate a critical understanding of key theories, models, and principles related to curriculum design and instructional planning.
- Analyse the historical, philosophical, and policy foundations that shape curriculum development in various educational contexts.
- Evaluate the impact of sociocultural, economic, and political factors on curriculum decisions and instructional approaches.
- Understand the relationship between curriculum, pedagogy, assessment, and learning outcomes in diverse educational environments.
- Demonstrate advanced knowledge of current trends, challenges, and innovations in curriculum design and instructional decision-making.

Skills:

At the end of the Module the learner will have acquired the following skills:

- Apply advanced skills in designing, evaluating, and modifying curricula to meet diverse learner needs and institutional goals.
- Critically analyse and interpret curriculum frameworks and policy documents to inform instructional planning and decision-making.
- Develop instructional strategies that align with learning outcomes, assessment practices, and inclusive pedagogical principles.
- Use reflective and evidence-based approaches to improve curriculum effectiveness and instructional delivery.
- Communicate and justify curriculum and instructional decisions clearly and professionally to various educational stakeholders.

Module-Specific Learner Skills

Upon completion of the module, learners will demonstrate enhanced abilities in:

- Critically evaluate and compare curriculum models and instructional frameworks from various educational systems and contexts.
- Design learner- centred curriculum that address diverse educational needs, contextual realities, and institutional goals.
- Translate theoretical knowledge into practical instructional strategies aligned with desired learning outcomes and assessment criteria.
- Reflect on their instructional practices and curriculum decisions to enhance teaching effectiveness and learner engagement.
- Collaborate with peers and stakeholders in developing and reviewing curriculum materials and instructional plans.
- Communicate curriculum design decisions effectively in written and verbal formats, supported by relevant theoretical and practical justifications.

Module-Specific Digital Skills and Competences

Learners will develop digital skills and competencies including:

- Use digital tools to design, organise, and present curriculum plans and instructional materials in accessible and professional formats.
- Employ digital platforms for collaborative curriculum development, peer feedback, and instructional resource sharing.
- Integrate technology-enhanced learning tools into instructional strategies to support differentiated and inclusive teaching practices.
- Utilise digital assessment and analytics tools to inform instructional decisions and monitor curriculum effectiveness.
- Critically assess the suitability and ethical implications of digital tools used in curriculum design and instructional delivery.
- Navigate virtual learning environments to access, manage, and contribute to curriculum- related activities and discussions.

Module Workload

Component	Hours

Total Contact Hours	25
Supervised Placement and Practice Hours	0
Self-Study Hours	95
Assessment Hours	5
Total Learning Hours	125
ECTS Credits	5

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- Support: Additional academic support, including individual tutorials and skills workshops, is provided to assist students in addressing identified areas for development and preparing effectively for reassessment

Essential Reading
Core Reading List:

- Ornstein, A. C., & Hunkins, F. P. (2021). Curriculum: Foundations, Principles, and Issues (8th ed.). Pearson.
- Pinar, W. F. (2022). Curriculum Studies: The Reconceptualization of the Field. Routledge.
- Schiro, M. S. (2020). Curriculum Theory: Conflicting Visions and Enduring Concerns (3rd ed.). SAGE Publications.
- Marsh, C. J., & Willis, G. (2021). Curriculum: Alternative Approaches, Ongoing Issues (6th ed.). Pearson.
- Priestley, M., Biesta, G., & Philippou, S. (2021). Curriculum Making in Europe: Policy and Practice within and across Diverse Contexts. Emerald Publishing.

Supplementary Reading List:

- Tummons, J. (2021). Curriculum and Assessment in Education: A Critical Approach. Learning Matters.
- Connelly, F. M., He, M. F., & Phillion, J. (2020). The SAGE Handbook of Curriculum and Instruction. SAGE Publications.
- Wiggins, G., & McTighe, J. (2021). Understanding by Design (Expanded 3rd ed.). ASCD.

Seminal / Foundational Texts:

- Tyler, R. W. (1949). Basic Principles of Curriculum and Instruction. University of Chicago Press.
- Taba, H. (1962). Curriculum Development: Theory and Practice. Harcourt, Brace & World.
- Stenhouse, L. (1975). An Introduction to Curriculum Research and Development. Heinemann.
- Schwab, J. J. (1973). “The practical 3: Translation into curriculum.” School Review, 81(4), 501–522.

Relevant Peer-Reviewed Journals:

- Journal of Curriculum Studies. Taylor & Francis.
- Curriculum Inquiry. Wiley.
- Teaching and Teacher Education. Elsevier.
- Assessment in Education: Principles, Policy & Practice. Taylor & Francis.
- Curriculum Journal. Wiley

UNIT SPECIFICATIONS

Unit Title
Theories of Learning and Their Pedagogical Applications

Level
7

Learning Time Hours

125

ECTS
5

Module Overview
The aim of the module Learning Theory and Implications for Instruction" is to equip learners with a deep understanding of key learning theories and their practical applications in education. By analysing and applying behaviourist, cognitive, and constructivist approaches, students will develop the ability to create instructional strategies that enhance student engagement, support diverse learning needs, and foster effective learning environments. This module aims to bridge theoretical knowledge with practical teaching skills, enabling learners to design instruction that is both impactful and adaptable to various educational contexts.

Learning Outcomes
Competences:
At the end of the Module the learner will have acquired the responsibility and autonomy to:
- Apply advanced learning theories to select, adapt, and innovate instructional methods that respond to diverse learner needs.
- Critically appraise and refine teaching practices through systematic use of research and evidence, ensuring pedagogical effectiveness.
- Foster collaborative initiatives that translate theoretical perspectives into inclusive classroom practice, enhancing learning outcomes.
- Integrate ethical, cultural, and contextual awareness into pedagogical decision-making, ensuring fairness and relevance.
- Engage in sustained reflective inquiry to advance professional growth and contribute to innovation in teaching and curriculum design.

Knowledge:
At the end of the Module the learner will have been exposed to the following:
- Demonstrate advanced knowledge of major learning theories (behaviourist, cognitive, constructivist, socio-cultural) and their relevance to instructional design.
- Critically evaluate research on how individual, social, and cultural factors influence learning processes and outcomes.
- Integrate theoretical perspectives with current trends and innovations in teaching and learning practices.
- Analyse the strengths and limitations of different learning theories in addressing diverse educational contexts.
- Synthesize theoretical and empirical evidence to inform instructional strategies and policy development.

Skills:
At the end of the Module the learner will have acquired the following skills:
- Apply advanced learning theories to design and implement instructional strategies that address diverse learner needs.
- Translate research findings into practical approaches for improving teaching, learning, and assessment practices.
- Evaluate and adapt instructional methods using evidence-based frameworks to enhance learner outcomes.
- Integrate digital and innovative tools with theoretical models to create effective and engaging learning environments.
- Solve complex educational problems by synthesizing theoretical knowledge with professional experience.

Module-Specific Learner Skills
Upon completion of the module, learners will demonstrate enhanced abilities in:
- Critical Analysis: Evaluate and synthesise various learning theories, assessing their applicability and effectiveness in different instructional contexts.
- Instructional Design: Design engaging and inclusive lesson plans that integrate theoretical frameworks, catering to diverse learning styles and needs.
- Classroom Management: Implement strategies that create a positive and supportive learning environment fostering collaboration and respect among students.
- Reflective Practice: Engage in self-reflection to assess personal teaching effectiveness, identifying areas for improvement and adapting instructional strategies accordingly.
- Collaborative Skills: Work effectively with peers and stakeholders in developing and refining instructional practices, demonstrating professional initiative and collaborative responsibility in educational settings.

- Technology Integration: Utilise educational technologies to enhance instructional delivery and facilitate learner engagement, integrating digital tools into teaching practices.

Module-Specific Digital Skills and Competences

Learners will develop digital skills and competencies including:

- Digital Content Creation: Use digital tools to create engaging instructional materials, such as presentations and interactive activities.
- Learning Management Systems (LMS) Proficiency: Navigate and utilize LMS platforms for course content delivery, assessments, and online collaboration.
- Data Analysis: Employ digital tools to analyse student performance data to inform instructional adjustments.
- Online Assessment Tools: Implement various digital assessment tools to measure student learning and provide feedback.
- Digital Pedagogy: Integrate technology into teaching practices to enhance student engagement and learning outcomes.

Module Workload

Component	Hours
Total Contact Hours	25
Supervised Placement and Practice Hours	0
Self-Study Hours	95
Assessment Hours	5
Total Learning Hours	125
ECTS Credits	5

Total Contact Hours: Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer e.g. lectures participation in online forums
Supervised Placement and Practice Hours: During these hours the learner is supervised, coached, or mentored.
Self-Study Hours: Estimated workload of research and study
Assessment Hours: Examinations/ presentations/ group work/ projects etc.

Pedagogy

This module will be delivered fully online through the Institute's Moodle-based Virtual Learning Environment, supported by live teaching through Zoom or a VLE integrated video conferencing platform and collaborative learning through Google Workspace. Moodle will provide module materials, guided readings, announcements, discussion forums, quizzes, learning activities, and learner progress tracking. Zoom or a VLE integrated video conferencing platform will be used for live lectures, tutorials, workshops, student presentations, peer discussion, and academic support. Google Workspace will support group work, shared documents, peer activities, presentation preparation, and collaborative academic tasks. The module will normally include weekly synchronous sessions supported by structured Moodle activities, ensuring both synchronous and asynchronous learner engagement. The module will combine flexible access, regular tutor interaction, peer engagement, and systematic monitoring of student participation. Students with additional learning needs, academic English-development needs, or digital access challenges may receive reasonable academic guidance, accessible learning resources, formative feedback, and referral to relevant student-support procedures in line with institutional policy. Each ECTS shall include a minimum of 5 contact hours. Of these contact hours, a minimum of 4 hours per ECTS shall be delivered synchronously through live tutor led online teaching, seminars, tutorials, supervision, presentations, viva style discussion, live academic support or other real time tutor supported learning activity. Up to 1 hour per ECTS may be delivered asynchronously, provided that the activity includes tutor support and human interaction, such as instructor moderated discussion, interactive recorded content requiring learner response and tutor feedback, supervised online exercises, or instructor reviewed recorded presentations. For each standard 5 ECTS taught module, the 25 contact hours shall therefore comprise 20 synchronous online contact hours and 5 asynchronous tutor supported online contact hours.

Assessment Strategy

This module will be assessed through assignment, presentation and examination/controlled online assessment, aligned with the module learning outcomes.

Assessment Weightings:

- Assignment: 50%
- Presentation: 30%

- Examination / Controlled Online Assessment: 20%

Assessment Methods:

- Assignment: 50%: The assignment will normally involve a written academic task such as a critical essay, case analysis, policy review, curriculum design task, reflective professional analysis, research proposal, lesson or assessment design, or other module-relevant task. To support sustained critical argument at MQF Level 7, the assignment will normally be 2,500–3,000 words, unless an equivalent module-specific task is approved in the assessment brief.
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- Examination / Controlled Online Assessment: 20%: The examination or controlled online assessment may include essay-based, case-based, application-based or problem-solving questions designed to assess the student's individual understanding and application of the module content. It may be delivered through Moodle Quiz or another approved Moodle-based assessment format, with appropriate controls such as time restrictions, question randomisation, attempt limits and activity logs.

Assessment submission and grading will be managed through Moodle Assignment and/or Moodle Quiz. Written work will be checked through Turnitin or an institutionally approved similarity-checking tool. The pass mark for the module is 50%. The assessment will be marked using the general assessment rubric provided in Section B, point 23, unless a module-specific rubric is provided.

Pass Mark: 50%

Reassessment Policy:
Students who do not achieve the required standard are afforded one opportunity for reassessment.

- Process: Reassessment typically involves resubmission of assignments, retaking examinations, or revision of project reports
- Timing: Reassessments are scheduled according to the academic calendar, with specific deadlines communicated to affected students
- Support: Additional academic support, including individual tutorials and skills workshops, is provided to assist students in addressing identified areas for development and preparing effectively for reassessment

Essential Reading
Core Reading List:

- Slavin, R. E. (2022). Educational Psychology: Theory and Practice (12th ed.). Pearson.
- Light, P. (2022). Teaching with the Learning Sciences: Learning Theories in Practice. Routledge.
- Anderson, T., & Dron, J. (2022). Teaching Crowds: Learning and Social Media. AU Press.
- Brooks, J. G., & Brooks, M. G. (2023). In Search of Understanding: The Case for Constructivist Classrooms (2nd ed.). ASCD.
- Wiggins, G. P., & McTighe, J. (2022). Understanding by Design (3rd ed.). ASCD.

Supplementary Reading List:

- Brame, C. J. (2022). Effective Educational Videos: Principles and Guidelines for Using Video Effectively in the College Classroom. Vanderbilt University Center for Teaching.
- Topping, K. J., & Ehly, S. (2022). Peer-assisted Learning: A Practical Guide. Routledge.
- Pritchard, A. (2021). Ways of Learning: Learning Theories and Learning Styles in the Classroom (4th ed.). Routledge.
- Schunk, D. H. (2022). Learning Theories: An Educational Perspective (8th ed.). Pearson.
- Hattie, J., & Yates, G. C. R. (2022). Visible Learning and the Science of How We Learn. Routledge

Seminal / Foundational Texts:

- Piaget, J. (1952). The Origins of Intelligence in Children. International Universities Press.
- Vygotsky, L. S. (1978). Mind in Society. Harvard University Press.
- Bruner, J. S. (1960). The Process of Education. Harvard University Press.
- Bandura, A. (1977). Social Learning Theory. Prentice Hall.

Relevant Peer-Reviewed Journals:

- Learning and Instruction. Elsevier.
- Educational Psychology Review. Springer.
- Journal of Educational Psychology. APA.
- Contemporary Educational Psychology. Elsevier.
- Instructional Science. Springer.

UNIT SPECIFICATIONS

Unit Title

Identifying and Overcoming Obstacles to Student Achievement

Level

7

Learning Time Hours

125

ECTS

5

Module Overview

This module explores the wide range of factors that impede learners' ability to fully engage with and benefit from educational opportunities. It examines psychological, social, cultural, economic, and institutional barriers that may affect learning outcomes across diverse educational settings. Emphasis is placed on understanding how issues such as disability, mental health, socio-economic disadvantage, language, trauma, and systemic inequality impact learner engagement and achievement. Learners will critically analyse theoretical frameworks, current research, and inclusive educational policies to identify effective strategies for recognising, addressing, and reducing these barriers. The module fosters reflective practice and equips educators with the knowledge and skills necessary to promote equity, inclusion, and learner well-being.

Learning Outcomes

Competences:

At the end of the Module the learner will have acquired the responsibility and autonomy to:

- Analyse and address obstacles to learning across varied contexts, considering the interplay of personal, cultural, social, and structural factors.
- Design and implement inclusive strategies and targeted interventions, ensuring equitable access and meaningful participation for learners with complex needs.
- Apply informed professional judgement in navigating ethical and sensitive challenges, particularly those linked to diversity, marginalisation, and disadvantage.
- Critically examine and challenge personal beliefs and practices, demonstrating an ongoing commitment to professional growth and inclusive educational values.
- Build and sustain collaborative networks with peers, families, and external partners, fostering shared responsibility for reducing barriers and advancing equity.

Knowledge:

At the end of the Module the learner will have been exposed to the following:

- Demonstrate critical understanding of the key theoretical frameworks and models related to barriers to learning.
- Analyse the impact of psychological, emotional, social, cultural, linguistic, economic, and physical factors on learners' educational experiences.
- Examine national and international policies and legislation that support inclusive education and address learning barriers.
- Understand the interrelationship between inclusive pedagogy, learner diversity, and educational equity.
- Evaluate research findings and current debates related to learning difficulties, marginalisation, and support interventions in educational contexts.

Skills:

At the end of the Module the learner will have acquired the following skills:

- Apply analytical skills to identify, interpret, and evaluate various barriers affecting learner participation, engagement, and achievement.
- Develop and implement inclusive instructional strategies and support mechanisms tailored to address diverse learner needs.
- Use evidence-based approaches to assess the effectiveness of interventions aimed at reducing learning barriers.
- Communicate sensitively and effectively with learners, families, and educational professionals regarding issues related to learning difficulties and inclusion.
- Conduct critical reflections and evaluations of educational practices, with the aim of improving accessibility, equity, and learner well-being.

Module-Specific Learner Skills

Upon completion of the module, learners will demonstrate enhanced abilities in:

- Critically identify and analyse barriers that affect learner participation, engagement, wellbeing and achievement in diverse educational contexts.
- Evaluate the impact of psychological, social, cultural, linguistic, economic, disability related and institutional factors on student learning and achievement.
- Design evidence informed support strategies and inclusive interventions to address identified barriers to learning.
- Develop learner support plans or intervention proposals that promote equity, access, participation and learner wellbeing.
- Collaborate professionally with teachers, families, learner support professionals and other relevant stakeholders to address barriers to student achievement.
- Reflect critically on personal assumptions, institutional practices and teaching approaches that may affect learner inclusion, motivation and achievement.
- Use learner evidence, assessment information and reflective practice to evaluate the effectiveness of support strategies and adapt them where necessary.

Module-Specific Digital Skills and Competences

Learners will develop digital skills and competencies including:

- Use Moodle and other approved digital platforms to access case studies, learner support resources, inclusive education materials and research literature related to barriers to learning.
- Use digital tools to analyse learner engagement, assessment information and participation data in order to identify possible barriers to student achievement.
- Prepare digital learner support plans, intervention proposals, reflective reports and presentations using appropriate academic and professional tools.
- Use online collaboration tools, including Google Workspace where appropriate, to work with peers on case analysis, support strategies and inclusive intervention planning.
- Communicate professionally and sensitively through approved digital channels when discussing learner support, inclusion, wellbeing and barriers to achievement.
- Apply ethical and data protection principles when using digital records, learner information, case materials or assessment data related to student support.

Module Workload

Component	Hours
Total Contact Hours	25
Supervised Placement and Practice Hours	0
Self-Study Hours	95
Assessment Hours	5
Total Learning Hours	125
ECTS Credits	5

Total Contact Hours: Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer e.g. lectures participation in online forums

Supervised Placement and Practice Hours: During these hours the learner is supervised, coached, or mentored.

Self-Study Hours: Estimated workload of research and study
Assessment Hours: Examinations/ presentations/ group work/ projects etc.

Pedagogy
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Assessment Strategy
This module will be assessed through assignment, presentation and examination/controlled online assessment, aligned with the module learning outcomes.

Assessment Weightings:
- Assignment: 50%
- Presentation: 30%
- Examination / Controlled Online Assessment: 20%

Assessment Methods:
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Pass Mark: 50%

Reassessment Policy:

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- Process: Reassessment typically involves resubmission of assignments, retaking examinations, or revision of project reports
- Timing: Reassessments are scheduled according to the academic calendar, with specific deadlines communicated to affected students
- Support: Additional academic support, including individual tutorials and skills workshops, is provided to assist students in addressing identified areas for development and preparing effectively for reassessment

Essential Reading

Core Reading List:

- Florian, L. & Beaton, M. (2021). Inclusive Pedagogy in Action: Getting it Right for Every Child. Bloomsbury Academic.
- Norwich, B. (2021). Addressing Tensions and Dilemmas in Inclusive Education: Living with Uncertainty. Routledge.
- Rix, J., Hall, K., Nind, M., Sheehy, K. & Wearmouth, J. (2020). Equality, Participation and Inclusion in Education (2nd ed.). Routledge.
- Armstrong, D. & Squires, G. (2022). Contemporary Issues in Special Educational Needs and Inclusion. SAGE Publications.

Supplementary Reading List:

- Kearney, A. (2021). Understanding Inclusion: Theories, Practices and Critiques. Brill Sense.
- Artiles, A. J., Dorn, S., & Bal, A. (2021). Intersectionality and Disability: Critical Perspectives in Education. Teachers College Press.

Seminal / Foundational Texts:

- Maslow, A. H. (1943). “A theory of human motivation.” Psychological Review, 50(4), 370–396.
- Bronfenbrenner, U. (1979). The Ecology of Human Development. Harvard University Press.
- Bandura, A. (1997). Self-Efficacy: The Exercise of Control. W. H. Freeman.
- Dweck, C. S. (2000). Self-Theories: Their Role in Motivation, Personality, and Development. Psychology Press.

Relevant Peer-Reviewed Journals:

- Journal of Educational Psychology
- Educational Psychology Review
- Educational Research
- School Psychology Review
- Learning and Instruction

UNIT SPECIFICATIONS

Unit Title

Inclusive Pedagogies for Multicultural and Varied Learning Needs

Level

7

Learning Time Hours

125

ECTS

5

Module Overview

This module equips educators with the knowledge, skills, and reflective capacity to effectively teach in diverse and inclusive classroom settings. It explores how factors such as culture, language, socio- economic status, disability, gender identity, and learning differences impact educational experiences and learner outcomes. Emphasis is placed on the development of inclusive pedagogical practices, differentiated instruction, and culturally responsive teaching strategies. Learners will critically examine policies, theoretical frameworks, and practical approaches that support equity, access, and participation for all students. Through case studies, collaborative tasks, and reflective analysis, the module fosters a commitment to inclusive education and social justice within professional practice.

Learning Outcomes

Competences:

At the end of the Module the learner will have acquired the responsibility and autonomy to:

- Navigate and reshape complex, uncertain educational contexts by implementing inclusive pedagogical frameworks that uphold professionalism and ethical responsibility.
- Contribute actively to the development of inclusive practices and institutional improvement processes, serving as an advocate for fairness, diversity, and social justice in education.
- Display initiative and creativity in addressing challenges of learner diversity, devising original solutions that respond to varied abilities, backgrounds, and needs.
- Interrogate and refine personal professional values and approaches, maintaining accountability for ongoing growth and ethical responsiveness in fostering inclusion.
- Forge purposeful partnerships with colleagues, families, and community agencies, ensuring cooperative and learner-centred strategies that strengthen inclusive environments.

Knowledge:

At the end of the Module the learner will have been exposed to the following:

- Demonstrate a systematic and critical understanding of the key theories, concepts, and models underpinning inclusive education and diversity in teaching and learning environments.
- Analyse the influence of social, cultural, linguistic, psychological, and political factors on learner diversity and classroom dynamics.
- Critically evaluate national and international educational policies, legislation, and frameworks that promote inclusion, equity, and social justice in education.
- Understand the theoretical foundations of differentiated instruction, universal design for learning (UDL), and culturally responsive pedagogy, and their application in diverse classroom settings.
- Examine current research and debates on inclusive teaching practices, learner engagement, and strategies to remove barriers to learning.

Skills:

At the end of the Module the learner will have acquired the following skills:

- Design and implement inclusive lesson plans and learning activities that accommodate diverse learner needs, preferences, and cultural backgrounds.
- Apply advanced strategies of differentiated instruction, formative assessment, and learner- centred pedagogy to foster engagement and achievement among all students.
- Identify, assess, and respond to individual learning barriers, using appropriate interventions, support mechanisms, and adaptive technologies.
- Critically analyse classroom practices and learner outcomes using data-informed approaches to enhance inclusivity and effectiveness.
- Communicate effectively and sensitively with diverse learners, parents, and stakeholders, demonstrating interpersonal skills that foster inclusive relationships and collaborative learning environments.

Module-Specific Learner Skills

Upon completion of the module, learners will demonstrate enhanced abilities in:

- Design and implement inclusive lesson plans and learning activities that accommodate diverse learner needs, preferences, and cultural backgrounds.
- Apply advanced strategies of differentiated instruction, formative assessment, and learner- centred pedagogy to foster engagement and achievement among all students.
- Identify, assess, and respond to individual learning barriers, using appropriate interventions, support mechanisms, and adaptive technologies.
- Critically analyse classroom practices and learner outcomes using data-informed approaches to enhance inclusivity and effectiveness.
- Communicate effectively and sensitively with diverse learners, parents, and stakeholders, demonstrating interpersonal skills that foster inclusive relationships and collaborative learning environments.

Module-Specific Digital Skills and Competences

Learners will develop digital skills and competencies including:

- Demonstrate critical self-reflection and professional judgment when addressing issues of diversity, equity, and inclusion in classroom settings.
- Adapt pedagogical approaches to support the academic, emotional, and social needs of students from a range of backgrounds and with varying abilities.
- Engage constructively in dialogue and collaboration with peers and educational professionals to co-develop inclusive teaching strategies.
- Evaluate and improve personal teaching practices in light of current inclusive education research and learner feedback.
- Demonstrate autonomy in planning, delivering, and evaluating inclusive learning experiences, while being responsive to diverse learner profiles.

Module Workload

Component	Hours
Total Contact Hours	25
Supervised Placement and Practice Hours	0
Self-Study Hours	95
Assessment Hours	5
Total Learning Hours	125
ECTS Credits	5

Total Contact Hours: Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer e.g. lectures participation in online forums
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Pass Mark: 50%

Reassessment Policy:
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- Process: Reassessment typically involves resubmission of assignments, retaking examinations, or revision of project reports
- Timing: Reassessments are scheduled according to the academic calendar, with specific deadlines communicated to affected students
- Support: Additional academic support, including individual tutorials and skills workshops, is provided to assist students in addressing identified areas for development and preparing effectively for reassessment

Essential Reading
Core Reading List:

- Florian, L. & Beaton, M. (2020). Inclusive Pedagogy in Schools: A Guide for Teachers and Trainers. Routledge.
- Smith, R. & Tyler, N. (2021). Introduction to Special Education: Making a Difference. Pearson.
- Slee, R. (2022). Inclusive Education: From Policy to Practice. Springer.
- Artiles, A. & Kozleski, E. (2021). Reframing Equity in Education: From Equality to Diversity. Teachers College Press.

Supplementary Reading List:

- Florian, L. & Beaton, M. (2020). Inclusive Pedagogy in Schools: A Guide for Teachers and Trainers. Routledge.
- Smith, R. & Tyler, N. (2021). Introduction to Special Education: Making a Difference. Pearson.
- Slee, R. (2022). Inclusive Education: From Policy to Practice. Springer.
- Artiles, A. & Kozleski, E. (2021). Reframing Equity in Education: From Equality to Diversity. Teachers College Press.

Seminal / Foundational Texts:

- UNESCO. (1994). The Salamanca Statement and Framework for Action on Special Needs Education. UNESCO.
- Warnock, M. (1978). Special Educational Needs: Report of the Committee of Enquiry into the Education of Handicapped Children and Young People. HMSO.
- Booth, T., & Ainscow, M. (2002). Index for Inclusion: Developing Learning and Participation in Schools. Centre for Studies on Inclusive Education.
- Vygotsky, L. S. (1978). Mind in Society. Harvard University Press.
- Maslow, A. H. (1954). Motivation and Personality. Harper & Row. (Seminal text)

Relevant Peer-Reviewed Journals:

- Journal of Educational Psychology. APA.
- Educational Research Review. Elsevier.
- School Psychology International. Sage.
- Educational Psychology. Taylor & Francis.
- Review of Educational Research. Sage

UNIT SPECIFICATIONS

Unit Title
Advanced Teaching Methods for Secondary Education

Level
7

Learning Time Hours
125

ECTS
5

Module Overview
This module explores advanced instructional methods and strategies appropriate for secondary school education. It focuses on the design, implementation, and evaluation of effective teaching techniques that promote student engagement, critical thinking, and academic achievement. Learners will analyse pedagogical theories and their application in subject-specific contexts, with an emphasis on learner diversity, classroom management, and formative assessment. The module fosters reflective practice and equips educators with the tools to adapt instruction to meet the varied needs of adolescent learners in both physical and digital learning environments.

Learning Outcomes
Competences:
At the end of the Module the learner will have acquired the responsibility and autonomy to:
- Formulate and deliver specialised subject instruction that is aligned with the developmental characteristics and learning trajectories of secondary school students.
- Scrutinise and modify pedagogical approaches by interpreting learner performance evidence, classroom interactions, and contextual demands.
- Engage proactively with professional networks and educational stakeholders to co-create strategies that strengthen teaching effectiveness and student engagement.
- Champion inclusive and forward-looking pedagogical practices, taking responsibility for improving equity and learning outcomes within diverse educational settings.
- Undertake structured self-evaluation and research-informed inquiry to refine teaching practices and remain responsive to emerging educational trends and innovations.

Knowledge:
At the end of the Module the learner will have been exposed to the following:
- Advanced knowledge of instructional theories, models, and methodologies relevant to secondary education.
- A critical understanding of learner development, motivation, and engagement strategies within diverse classroom contexts.
- In-depth awareness of curriculum standards, subject-specific pedagogy, and assessment principles applicable to secondary-level teaching.
- Comprehensive understanding of classroom management approaches and their theoretical foundations.
- Knowledge of how educational policy, technology, and sociocultural factors influence instructional decisions in secondary school settings.

Skills:
At the end of the Module the learner will have acquired the following skills:

- Design and implement subject-specific instructional plans that address varied learning needs and curriculum goals in secondary education.
- Apply a range of evidence-based instructional strategies to promote active learning, critical thinking, and learner autonomy.
- Adapt teaching methods to suit different learning styles, abilities, and cultural backgrounds within the secondary classroom.
- Integrate formative and summative assessment techniques effectively to support and evaluate student learning outcomes.
- Use reflective practice and pedagogical theories to critically evaluate the impact of instructional techniques on learner progress.

Module-Specific Learner Skills

Upon completion of the module, learners will demonstrate enhanced abilities in:

- Demonstrate flexibility in applying varied instructional strategies tailored to specific subject areas and learner profiles.
- Analyse classroom scenarios to identify appropriate pedagogical responses and instructional improvements.
- Develop lesson plans and teaching materials aligned with curriculum standards and learning outcomes for secondary education.
- Manage classroom interactions effectively to foster an inclusive and supportive learning environment.
- Engage in reflective practice to identify strengths and areas for improvement in their instructional approach.

Module-Specific Digital Skills and Competences

Learners will develop digital skills and competencies including:

- Select and integrate appropriate digital tools and technologies to enhance subject-specific instruction in secondary education.
- Create and adapt digital teaching materials and resources to support diverse learning needs and curriculum objectives.
- Use digital platforms for classroom communication, collaboration, and assessment effectively and responsibly.
- Evaluate the impact of educational technologies on student engagement and learning outcomes.
- Demonstrate digital literacy in managing virtual learning environments and ensuring data privacy and ethical use of technology.

Module Workload

Component	Hours
Total Contact Hours	25
Supervised Placement and Practice Hours	0
Self-Study Hours	95
Assessment Hours	5
Total Learning Hours	125
ECTS Credits	5

Total Contact Hours: Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer e.g. lectures participation in online forums
Supervised Placement and Practice Hours: During these hours the learner is supervised, coached, or mentored.
Self-Study Hours: Estimated workload of research and study
Assessment Hours: Examinations/ presentations/ group work/ projects etc.

Pedagogy

This module will be delivered fully online through the Institute's Moodle-based Virtual Learning Environment, supported by live teaching through Zoom or a VLE integrated video conferencing platform and collaborative learning through Google Workspace. Moodle will provide module materials, guided readings, announcements, discussion forums, quizzes, learning activities, and learner progress tracking. Zoom or a VLE integrated video conferencing platform will be used for live lectures, tutorials, workshops, student presentations, peer discussion, and academic support. Google Workspace will support group work, shared documents, peer activities, presentation preparation, and collaborative academic tasks. The module will normally include weekly synchronous sessions supported by structured Moodle activities, ensuring both synchronous and asynchronous learner engagement. The module will combine flexible access, regular tutor interaction, peer engagement, and systematic monitoring of student participation. Students with additional learning needs, academic English-development needs, or digital access challenges may receive reasonable academic guidance, accessible learning resources, formative feedback, and referral to relevant student-support procedures in line with institutional policy. Each ECTS shall include a minimum of

5 contact hours. Of these contact hours, a minimum of 4 hours per ECTS shall be delivered synchronously through live tutor led online teaching, seminars, tutorials, supervision, presentations, viva style discussion, live academic support or other real time tutor supported learning activity. Up to 1 hour per ECTS may be delivered asynchronously, provided that the activity includes tutor support and human interaction, such as instructor moderated discussion, interactive recorded content requiring learner response and tutor feedback, supervised online exercises, or instructor reviewed recorded presentations. For each standard 5 ECTS taught module, the 25 contact hours shall therefore comprise 20 synchronous online contact hours and 5 asynchronous tutor supported online contact hours.

Assessment Strategy
This module will be assessed through assignment, presentation and examination/controlled online assessment, aligned with the module learning outcomes.

Assessment Weightings:
- Assignment: 50%
- Presentation: 30%
- Examination / Controlled Online Assessment: 20%

Assessment Methods:
- Assignment: 50%: The assignment will normally involve a written academic task such as a critical essay, case analysis, policy review, curriculum design task, reflective professional analysis, research proposal, lesson or assessment design, or other module-relevant task. To support sustained critical argument at MQF Level 7, the assignment will normally be 2,500–3,000 words, unless an equivalent module-specific task is approved in the assessment brief.
- Presentation: 30%: The presentation will normally be delivered through Zoom or a VLE integrated video conferencing platform and may include tutor questions, peer discussion or oral clarification. It should normally be an individual presentation of approximately 10 minutes, equivalent to approximately 850 spoken words, or a maximum of 10 slides, unless otherwise stated in the module assessment brief.
- Examination / Controlled Online Assessment: 20%: The examination or controlled online assessment may include essay-based, case-based, application-based or problem-solving questions designed to assess the student's individual understanding and application of the module content. It may be delivered through Moodle Quiz or another approved Moodle-based assessment format, with appropriate controls such as time restrictions, question randomisation, attempt limits and activity logs.

Assessment submission and grading will be managed through Moodle Assignment and/or Moodle Quiz. Written work will be checked through Turnitin or an institutionally approved similarity-checking tool. The pass mark for the module is 50%. The assessment will be marked using the general assessment rubric provided in Section B, point 23, unless a module-specific rubric is provided.

Pass Mark: 50%

Reassessment Policy:
Students who do not achieve the required standard are afforded one opportunity for reassessment.
- Process: Reassessment typically involves resubmission of assignments, retaking examinations, or revision of project reports
- Timing: Reassessments are scheduled according to the academic calendar, with specific deadlines communicated to affected students
- Support: Additional academic support, including individual tutorials and skills workshops, is provided to assist students in addressing identified areas for development and preparing effectively for reassessment

Essential Reading
Core Reading List:
- Jones, A., & Larkin, S. (2022). Instructional Strategies for the Secondary Classroom: A Reflective Approach. Routledge.
- Parker, R., & Beck, C. (2021). Effective Teaching Methods: Research-Based Practice. Pearson Education.
- Hammond, L., & Jackson, B. (2023). Teaching Strategies That Work: Evidence-Informed Practices in Secondary Education. SAGE Publications.

Supplementary Reading List:

- Moore, K., & Hansen, L. (2020). Classroom Teaching Skills. McGraw Hill Education.
- Mitchell, D., & Howard, J. (2021). What Really Works in Secondary Education: Practical Strategies for Inclusive Teaching. Routledge.
- Florian, L., & Black Hawkins, K. (2021). Inclusive Pedagogy Across the Curriculum. Routledge.
- Slee, R. (2020). Inclusive Education Isn't Dead, It Just Smells Funny. Routledge.

Seminal / Foundational Texts:

- Shulman, L. S. (1986). "Those who understand: Knowledge growth in teaching." Educational Researcher, 15(2), 4–14.
- Bruner, J. S. (1960). The Process of Education. Harvard University Press.
- Gagné, R. M. (1985). The Conditions of Learning and Theory of Instruction. Holt, Rinehart and Winston.
- Ausubel, D. P. (1968). Educational Psychology: A Cognitive View. Holt, Rinehart and Winston.
- Booth, T., & Ainscow, M. (2011). Index for Inclusion. CSIE. (Seminal text)
- Freire, P. (1970). Pedagogy of the Oppressed. Continuum. (Seminal text)

Relevant Peer-Reviewed Journals:

- International Journal of Inclusive Education. Taylor & Francis.
- European Journal of Special Needs Education. Taylor & Francis.
- Teaching and Teacher Education. Elsevier.
- Journal of Research in Special Educational Needs. Wiley.
- Support for Learning. Wiley.

UNIT SPECIFICATIONS

Unit Title

Effective Pedagogical Strategies for Elementary and Middle School Grades

Level

7

Learning Time Hours

125

ECTS

5

Module Overview

This module explores a variety of instructional strategies and pedagogical approaches tailored to meet the developmental, cognitive, and social needs of elementary and middle school learners. It focuses on designing engaging, age-appropriate, and inclusive lessons that foster active learning, critical thinking, and collaboration. Emphasis is placed on differentiated instruction, classroom management, assessment for learning, and the integration of digital tools to enhance teaching and learning. Learners will develop competencies to create supportive and effective learning environments that address the diverse needs of young students in contemporary educational contexts.

Learning Outcomes

Competences:

At the end of the Module the learner will have acquired the responsibility and autonomy to:

- Analyse and synthesise advanced pedagogical approaches, selecting and adapting instructional strategies that are appropriate for the developmental, cognitive, and socio- emotional profiles of elementary and middle school learners.
- Plan, structure, and deliver inclusive and equitable learning experiences, demonstrating innovation in lesson design and responsiveness to learner diversity.
- Exercise independent professional judgment in addressing behavioural and classroom management challenges, balancing theoretical insight with practical application.

- Engage in collaborative partnerships with colleagues, parents, and support networks, contributing to shared strategies that promote holistic learner development and academic achievement.
- Undertake systematic critical reflection on teaching practices, drawing on empirical evidence and feedback to refine pedagogy and support continuous professional growth.
- Integrate theoretical perspectives with applied decision-making, demonstrating ethical responsibility and commitment to advancing inclusive, research-informed practice in contemporary educational settings.

Knowledge:

At the end of the Module the learner will have been exposed to the following:

- Demonstrate comprehensive knowledge of child development theories and how they inform instructional strategies at the elementary and middle school levels.
- Understand the principles and models of effective pedagogy, curriculum design, and classroom management applicable to early and middle years.
- Possess a critical understanding of differentiated instruction, inclusive education practices, and strategies for supporting diverse learners.
- Explore theoretical and research-based foundations underpinning formative and summative assessment methods.
- Identify the impact of cultural, linguistic, and socio-economic factors on learning and instruction in diverse classroom contexts.
- Understand the role of digital technologies and multimedia tools in enhancing teaching and learning processes for younger learners.

Skills:

At the end of the Module the learner will have acquired the following skills:

- Design and deliver developmentally appropriate, engaging, and inclusive instructional activities for elementary and middle school learners.
- Apply evidence-based teaching strategies to foster critical thinking, creativity, collaboration, and communication among students.
- Select and use appropriate assessment tools and techniques to monitor student progress and inform instructional decisions
- Adapt teaching methods and materials to accommodate learners with diverse needs, abilities, and backgrounds.
- Employ effective classroom management techniques to maintain a positive, respectful, and productive learning environment.
- Integrate digital tools and educational technologies to support and enhance learning experiences in the classroom.

Module-Specific Learner Skills

Upon completion of the module, learners will demonstrate enhanced abilities in:

- Apply reflective thinking to evaluate and improve personal teaching practices.
- Demonstrate effective lesson planning and instructional design tailored to age-specific learning needs.
- Engage in professional dialogue using appropriate pedagogical terminology.
- Exhibit collaborative learning and peer feedback skills in simulated or practical teaching contexts.
- Interpret and respond to learner feedback and assessment data to adjust instructional strategies.
- Develop critical awareness of the influence of personal values and beliefs on teaching style and student interaction.

Module-Specific Digital Skills and Competences

Learners will develop digital skills and competencies including:

- Select and integrate age-appropriate educational technologies to enhance instruction and student engagement.
- Use digital assessment tools to monitor student learning and provide timely, formative feedback.
- Demonstrate proficiency in designing multimedia teaching materials using digital platforms and applications.
- Apply digital collaboration tools to support peer interaction, group learning, and co-teaching strategies.
- Critically evaluate the pedagogical value of educational software, apps, and online resources.
- Ensure safe, ethical, and responsible use of digital tools in alignment with child protection and data privacy standards in classroom settings.

Module Workload

Component	Hours
Total Contact Hours	25
Supervised Placement and Practice Hours	0
Self-Study Hours	95
Assessment Hours	5
Total Learning Hours	125
ECTS Credits	5

Total Contact Hours: Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer e.g. lectures participation in online forums
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assessment format, with appropriate controls such as time restrictions, question randomisation, attempt limits and activity logs.

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Pass Mark: 50%

Reassessment Policy:
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- Process: Reassessment typically involves resubmission of assignments, retaking examinations, or revision of project reports
- Timing: Reassessments are scheduled according to the academic calendar, with specific deadlines communicated to affected students
- Support: Additional academic support, including individual tutorials and skills workshops, is provided to assist students in addressing identified areas for development and preparing effectively for reassessment

Essential Reading
Core Reading List:

- Bybee, R. W. (2021). STEM Education: A Project-Based Approach. NSTA Press.
- Honey, M., Pearson, G., & Schweingruber, H. (2022). STEM Integration in K-12 Education: Status, Prospects, and an Agenda for Research. National Academies Press.
- Freeman, J., Marginson, S., & Tytler, R. (2021). Global Perspectives on STEM Education: A Comparative Study. Routledge.

Supplementary Reading List:

- Berlin, D. F., & White, A. L. (2023). Interdisciplinary STEM Teaching and Learning: Pedagogical Perspectives for Secondary Educators. Springer.
- Zhao, Y. (2020). An Education Crisis Is a Terrible Thing to Waste: How Radical Changes Can Spark Student Excitement and Success. Teachers College Press.
- Bates, A. W. (2022). Teaching in a Digital Age (3rd ed.). Tony Bates Associates Ltd.
- Trust, T., Carpenter, J. P., & Krutka, S. (2021). The 2020 Pandemic and Teachers' Use of Technology. Journal of Technology and Teacher Education.

Seminal / Foundational Texts:

- Mishra, P., & Koehler, M. J. (2006). "Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge." Teachers College Record. (Seminal text)
- Siemens, G. (2005). "Connectivism: A Learning Theory for the Digital Age." International Journal of Instructional Technology and Distance Learning. (Seminal text)
- Papert, S. (1980). Mindstorms: Children, Computers, and Powerful Ideas. Basic Books.
- Shulman, L. S. (1986). "Those who understand: Knowledge growth in teaching." Educational Researcher, 15(2), 4–14.
- Bruner, J. S. (1960). The Process of Education. Harvard University Press.
- Dewey, J. (1916). Democracy and Education. Macmillan.

Relevant Peer-Reviewed Journals:

- Computers & Education. Elsevier.
- British Journal of Educational Technology. Wiley.
- Educational Technology Research and Development. Springer.
- Journal of Computer Assisted Learning. Wiley.
- Australasian Journal of Educational Technology. ASCILITE.

UNIT SPECIFICATIONS

Unit Title
Principles and Practices of Student Assessment

Level
7

Learning Time Hours
125

ECTS
5

Module Overview
This module provides a critical exploration of the principles, practices, and purposes of assessment and evaluation in educational contexts. It examines both traditional and contemporary approaches to measuring student learning, instructional effectiveness, and programme quality. Learners will analyse formative and summative assessment strategies, explore issues of validity, reliability, fairness, and inclusivity, and reflect on the impact of assessment on student motivation and achievement. Emphasis will be placed on designing effective assessment tools, interpreting data to inform instruction, and using evaluation frameworks for continuous improvement in teaching and learning. The module also encourages critical reflection on ethical considerations and policy implications related to assessment practices across diverse learning environments.

Learning Outcomes
Competences:
At the end of the Module the learner will have acquired the responsibility and autonomy to:

- Critically evaluate and justify the use of a range of assessment and evaluation methods, considering their suitability, reliability, validity, and fairness in diverse and complex educational contexts.
- Design, implement, and adapt assessment strategies that align with advanced pedagogical goals and clearly defined learning outcomes, demonstrating innovation and responsiveness to learner needs.
- Interpret and apply assessment data autonomously to make evidence-based instructional decisions, enhancing learner achievement, engagement, and progression.
- Demonstrate ethical and professional responsibility in assessment practices by upholding principles of inclusivity, transparency, and equity.
- Engage in reflective and research-informed professional practice, critically analysing the effectiveness of assessment strategies to support continuous improvement and professional growth.
- Contribute to assessment-related improvement by supporting fair, transparent, inclusive, and evidence-informed assessment practices within educational settings.

Knowledge:
At the end of the Module the learner will have been exposed to the following:

- Demonstrate advanced understanding of key theories, models, and purposes of assessment and evaluation in education.
- Explain the concepts of validity, reliability, transparency, and fairness in assessment design and implementation.
- Understand the role of formative, summative, diagnostic, and dynamic assessments in supporting learning and teaching.
- Analyse national and international policies, frameworks, and quality assurance standards related to educational assessment.
- Critically examine the impact of assessment on learner outcomes, curriculum design, and institutional improvement.

Skills:
At the end of the Module the learner will have acquired the following skills:

- Apply specialised knowledge to design, implement, and evaluate varied assessment methods suited to specific learning outcomes and diverse educational contexts.
- Critically interpret assessment data to make informed decisions that enhance teaching effectiveness and learner achievement.
- Solve complex problems related to assessment validity, reliability, bias, and inclusivity using evidence-based strategies.
- Exercise autonomy and professional judgment in selecting and justifying appropriate evaluation tools and techniques.
- Integrate ethical and legal considerations into assessment practices, ensuring transparency and equity for all learners.

Module-Specific Learner Skills

At the end of the module/unit the learner will be able to;:

- Critically evaluate and select appropriate assessment frameworks for different educational levels and learner needs.
- Demonstrate the ability to align assessment strategies with curriculum outcomes and instructional goals.
- Analyse the effectiveness of assessment tools in promoting learner progress and improving teaching practices.
- Use assessment results to adapt instructional strategies and provide constructive feedback.
- Engage in reflective practice to enhance assessment literacy and professional account.

Module-Specific Digital Skills and Competences

Learners will develop digital skills and competencies including:

- Use digital assessment tools and platforms (e.g., LMS-integrated quizzes, e-portfolios, and online rubrics) to design and deliver formative and summative assessments.
- Analyse digital data and analytics to interpret learner performance and inform instructional adjustments.
- Apply digital feedback tools to enhance learner engagement and clarity.
- Ensure digital assessment practices comply with data protection, privacy, and ethical standards.
- Critically evaluate emerging assessment technologies and their applicability in diverse learning environments.

Module Workload

Component	Hours
Total Contact Hours	25
Supervised Placement and Practice Hours	0
Self-Study Hours	95
Assessment Hours	5
Total Learning Hours	125
ECTS Credits	5

Total Contact Hours: Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer e.g. lectures participation in online forums
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Pedagogy

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Assessment Strategy

This module will be assessed through assignment, presentation and examination/controlled online assessment, aligned with the module learning outcomes.

Assessment Weightings:

- Assignment: 50%
- Presentation: 30%
- Examination / Controlled Online Assessment: 20%

Assessment Methods:

- Assignment: 50%: The assignment will normally involve a written academic task such as a critical essay, case analysis, policy review, curriculum design task, reflective professional analysis, research proposal, lesson or assessment design, or other module-relevant task. To support sustained critical argument at MQF Level 7, the assignment will normally be 2,500–3,000 words, unless an equivalent module-specific task is approved in the assessment brief.
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Pass Mark: 50%

Reassessment Policy:
Students who do not achieve the required standard are afforded one opportunity for reassessment.

- Process: Reassessment typically involves resubmission of assignments, retaking examinations, or revision of project reports
- Timing: Reassessments are scheduled according to the academic calendar, with specific deadlines communicated to affected students
- Support: Additional academic support, including individual tutorials and skills workshops, is provided to assist students in addressing identified areas for development and preparing effectively for reassessment

Essential Reading
Core Reading List:

- Black, P. & Wiliam, D. (2023). Classroom Assessment and Learning: Enhancing Formative Practice. Routledge.
- Brookhart, S. M. (2021). How to Create and Use Rubrics for Formative Assessment and Grading. ASCD.
- McMillan, J. H. (2022). Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction (8th ed.). Pearson.
- Stiggins, R. J. (2020). The Perfect Assessment System. ASCD.

Supplementary Reading List:

- Bennett, R. E. (2021). Validating Educational Assessments: A Framework for Teacher Decision-Making. Routledge.
- Andrade, H. & Heritage, M. (2020). Using Formative Assessment to Enhance Learning, Achievement, and Academic Self-Regulation. Routledge.

Seminal / Foundational Texts:

- Bloom, B. S. (Ed.). (1956). Taxonomy of Educational Objectives: Handbook I: Cognitive Domain. David McKay.

- Scriven, M. (1967). “The methodology of evaluation.” In R. W. Tyler, R. M. Gagné, & M. Scriven (Eds.), Perspectives of Curriculum Evaluation. Rand McNally.
- Black, P., & Wiliam, D. (1998). “Assessment and classroom learning.” Assessment in Education: Principles, Policy & Practice, 5(1), 7–74.
- Sadler, D. R. (1989). “Formative assessment and the design of instructional systems.” Instructional Science, 18, 119–144.

Relevant Peer-Reviewed Journals:

- Assessment in Education: Principles, Policy & Practice. Taylor & Francis.
- Educational Assessment. Taylor & Francis.
- Studies in Educational Evaluation. Elsevier.
- Assessment & Evaluation in Higher Education. Taylor & Francis.
- Journal of Educational Measurement. Wiley.

UNIT SPECIFICATIONS

Unit Title
Developmental Psychology: Early Childhood

Level
7

Learning Time Hours
125

ECTS
5

Module Overview
This module provides an in-depth exploration of the physical, cognitive, emotional, and social development of children from birth through adolescence. It examines key developmental theories and research, focusing on how biological, psychological, and environmental factors influence child growth and learning. Learners will critically analyse developmental milestones and their implications for educational practices, curriculum design, and classroom management. The module also addresses diverse developmental pathways, including special educational needs, and equips learners with the skills to apply developmental principles in real-world educational contexts.

Learning Outcomes
Competences:
At the end of the Module the learner will have acquired the responsibility and autonomy to:

- Exercise autonomous and critical judgement in applying advanced theories of child development to complex educational settings, taking responsibility for decisions and outcomes.
- Evaluate, justify, and adapt pedagogical strategies to meet diverse learners’ developmental needs, demonstrating responsiveness to unpredictable classroom contexts.
- Design, implement, and critically appraise developmentally appropriate environments and interventions that support children’s holistic growth and well-being.
- Integrate and synthesise multidisciplinary perspectives (psychological, social, biological) to analyse complex developmental scenarios and inform evidence-based action.
- Lead reflective, ethical professional practice, proposing and enacting strategies that address developmental challenges in inclusive ways and contribute to improved educational outcomes.

Knowledge:
At the end of the Module the learner will have been exposed to the following:

- Demonstrate a systematic understanding of major theories and models of child development across physical, cognitive, emotional, and social domains.
- Critically evaluate the influence of familial, cultural, and socio-economic contexts on child development.

- Analyse research findings and evidence-based practices related to developmental milestones and variations.
- Understand contemporary debates and emerging issues in developmental psychology relevant to educational contexts.

Skills:

At the end of the Module the learner will have acquired the following skills:

- Use Moodle and academic databases to access, organise and critically evaluate scholarly resources related to early childhood development and developmental psychology.
- Use digital tools to prepare observation notes, developmental case analyses, reflective reports and presentations in a clear and academically appropriate format.
- Use online collaboration tools to discuss developmental case studies, share academic resources and engage in peer learning activities.
- Use digital presentation tools to communicate developmental concepts, theories and educational implications clearly to academic and professional audiences.
- Apply ethical and data protection principles when using digital materials, developmental case examples, child related information or simulated learner data.
- Critically evaluate the suitability of digital tools, educational applications and online resources used to support early childhood learning and development.

Module-Specific Learner Skills

Upon completion of the module, learners will demonstrate enhanced abilities in:

- Demonstrate the ability to critically analyse and synthesise diverse theories and research related to child development.
- Apply developmental knowledge to real-world educational and caregiving scenarios.
- Identify developmental concerns and suggest appropriate support or intervention strategies.
- Engage in reflective practice to improve pedagogical approaches based on developmental principles.
- Collaborate effectively with peers and professionals in discussing child development issues and practices.

Module-Specific Digital Skills and Competences

Learners will develop digital skills and competencies including:

- Demonstrate the ability to critically analyse and synthesise diverse theories and research related to child development.
- Apply developmental knowledge to real-world educational and caregiving scenarios.
- Identify developmental concerns and suggest appropriate support or intervention strategies.
- Engage in reflective practice to improve pedagogical approaches based on developmental principles.
- Collaborate effectively with peers and professionals in discussing child development issues and practices.

Module Workload

Component	Hours
Total Contact Hours	25
Supervised Placement and Practice Hours	0
Self-Study Hours	95
Assessment Hours	5
Total Learning Hours	125
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Pass Mark: 50%

Reassessment Policy:
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- Process: Reassessment typically involves resubmission of assignments, retaking examinations, or revision of project reports
- Timing: Reassessments are scheduled according to the academic calendar, with specific deadlines communicated to affected students
- Support: Additional academic support, including individual tutorials and skills workshops, is provided to assist students in addressing identified areas for development and preparing effectively for reassessment

Essential Reading

Core Reading List:

- Berk, L. E. (2023). Child Development (11th ed.). Pearson.
- Berger, K. S. (2022). The Developing Person Through Childhood and Adolescence (12th ed.). Worth Publishers.
- Woolfolk, A. (2022). Educational Psychology (15th ed.). Pearson.
- Siegler, R. S., Saffran, J., Eisenberg, N., DeLoache, J., & Gershoff, E. (2024). How Children Develop (7th ed.). Worth Publishers.
- Bjorklund, D. F., & Causey, K. B. (2022). Children's Thinking: Cognitive Development and Individual Differences (7th ed.). SAGE Publications.
- McDevitt, T. M., & Ormrod, J. E. (2021). Child Development and Education (7th ed.). Pearson.

Supplementary Reading List:

- Newman, B. M., & Newman, P. R. (2021). Development Through Life: A Psychosocial Approach (14th ed.). Cengage Learning.
- Crain, W. (2021). Theories of Development: Concepts and Applications (7th ed.). Routledge.
- Broderick, P. C., & Blewitt, P. (2024). The Life Span: Human Development for Helping Professionals (6th ed.). Pearson.
- Odom, S. L., Horn, E. M., Marquart, J. M., & Hanson, M. J. (2023). Early Childhood Inclusion in the Twenty First Century. Brookes Publishing.
- Allen, K. E., & Cowdery, G. E. (2022). The Exceptional Child: Inclusion in Early Childhood Education (9th ed.). Cengage Learning.

Seminal / Foundational Texts:

- Piaget, J. (1952). The Origins of Intelligence in Children. International Universities Press.
- Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press.
- Erikson, E. H. (1950). Childhood and Society. W. W. Norton.
- Bowlby, J. (1969). Attachment and Loss, Vol. 1: Attachment. Basic Books.
- Bronfenbrenner, U. (1979). The Ecology of Human Development. Harvard University Press.

Relevant Peer-Reviewed Journals:

- Child Development. Society for Research in Child Development.
- Developmental Psychology. American Psychological Association.
- Early Childhood Research Quarterly. Elsevier.
- Journal of Educational Psychology. American Psychological Association.
- International Journal of Early Childhood. Springer.
- British Journal of Educational Psychology. British Psychological Society.
- Early Education and Development. Taylor & Francis.
- Contemporary Educational Psychology. Elsevier.
- Journal of Early Childhood Research. SAGE Publications.
- Learning and Instruction. Elsevier.

UNIT SPECIFICATIONS

Unit Title

Developmental Psychology: Adolescence and Emerging Adulthood

Level

7

Learning Time Hours

125

ECTS

5

Module Overview

This module explores the biological, cognitive, emotional, moral, and social development of adolescents from early to late adolescence. Emphasis is placed on understanding the multifaceted changes that occur during this developmental stage and their implications for learning, behaviour, identity formation, and mental health. The module critically analyses key theories and current research in adolescent development, including the impact of culture, gender, media, and technology. Learners will engage with practical case studies and reflective practices to connect theoretical knowledge with real-world educational settings and student support strategies. By the end of this module, students will be able to apply developmental principles to foster positive learning environments and support adolescent learners effectively.

Learning Outcomes

Competences:

At the end of the Module the learner will have acquired the responsibility and autonomy to:

- Critically evaluate and synthesise key theories and contemporary research on adolescent development, integrating multidisciplinary perspectives to address complex educational challenges.
- Exercise autonomy and responsibility in identifying and responding to adolescents' developmental needs across diverse educational and social contexts.
- Apply advanced and specialised understanding of adolescent growth patterns to design, implement, and critically evaluate supportive teaching, mentoring, or intervention strategies.
- Assume responsibility for making informed instructional and behavioural decisions, taking into account the complex interplay of biological, emotional, social, and cognitive factors in adolescence.
- Critically reflect on and respond to societal influences (e.g., peer pressure, digital media, family, culture) on adolescent learning and well-being, developing evidence-based and contextually appropriate strategies.

Knowledge:

At the end of the Module the learner will have been exposed to the following:

- Demonstrate a systematic and critical understanding of the major theories, stages, and domains of adolescent development—cognitive, emotional, physical, and psychosocial.
- Exhibit in-depth knowledge of contextual factors (e.g., family, culture, school environment, media, and peer groups) that influence adolescent behaviour and learning.
- Evaluate current research and theoretical frameworks relating to risk-taking, identity formation, mental health, and resilience in adolescence.
- Understand developmental variations and their implications for teaching, guidance, and support strategies in educational and community settings.

Skills:

At the end of the Module the learner will have acquired the following skills:

- Critically analyse and apply developmental theories to real-world adolescent learning and behavioural scenarios.
- Design inclusive and developmentally appropriate strategies to support adolescents' academic, emotional, and social needs.
- Interpret and evaluate research findings on adolescent development and apply evidence- based practices in educational or counselling settings.
- Communicate effectively and empathetically with adolescents, parents, and professionals, using appropriate language and strategies.
- Identify risk behaviours and protective factors, and formulate responsive interventions within the school or community environment.

Module-Specific Learner Skills

Upon completion of the module, learners will demonstrate enhanced abilities in:

- Apply advanced critical thinking to analyse developmental challenges faced by adolescents in diverse educational and social contexts.
- Demonstrate problem-solving abilities by proposing developmentally responsive interventions for cognitive, emotional, and behavioural issues.
- Collaborate effectively with peers and stakeholders in discussing adolescent case studies and presenting reasoned solutions.
- Reflect on personal biases and assumptions when engaging with adolescent learners from various cultural and socio-economic backgrounds.

- Integrate theoretical knowledge with practical strategies to enhance adolescent well-being and academic engagement.

Module-Specific Digital Skills and Competences

Learners will develop digital skills and competencies including:

- Use digital tools to research, access, and critically evaluate scholarly resources related to adolescent development.
- Employ online collaboration platforms to discuss case studies and co-develop intervention strategies.
- Utilise digital presentation and content creation tools (e.g., Canva, PowerPoint, Padlet) to communicate developmental concepts effectively.
- Apply educational technologies and apps relevant to adolescent engagement, well-being tracking, and developmental assessments.
- Demonstrate ethical and responsible use of digital media when working with adolescent- related data and case materials.

Module Workload

Component	Hours
Total Contact Hours	25
Supervised Placement and Practice Hours	0
Self-Study Hours	95
Assessment Hours	5
Total Learning Hours	125
ECTS Credits	5

Total Contact Hours: Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer e.g. lectures participation in online forums
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Assessment Hours: Examinations/ presentations/ group work/ projects etc.

Pedagogy

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Assessment Strategy

This module will be assessed through assignment, presentation and examination/controlled online assessment, aligned with the module learning outcomes.

Assessment Weightings:

- Assignment: 50%
- Presentation: 30%
- Examination / Controlled Online Assessment: 20%

Assessment Methods:

- Assignment: 50%: The assignment will normally involve a written academic task such as a critical essay, case analysis, policy review, curriculum design task, reflective professional analysis, research proposal, lesson or assessment design, or other module-relevant task. To support sustained critical argument at MQF Level 7, the assignment will normally be 2,500–3,000 words, unless an equivalent module-specific task is approved in the assessment brief.
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- Support: Additional academic support, including individual tutorials and skills workshops, is provided to assist students in addressing identified areas for development and preparing effectively for reassessment

Essential Reading
Core Reading List:

- Steinberg, L. (2021). Adolescence (13th ed.). McGraw-Hill Education.
- Santrock, J. W. (2022). Adolescence (17th ed.). McGraw-Hill Education.
- Arnett, J. J. (2021). Adolescence and Emerging Adulthood: A Cultural Approach (6th ed.). Pearson.
- Sawyer, S. M., Azzopardi, P. S., Wickremarathne, D., & Patton, G. C. (2021). The age of adolescence. The Lancet Child & Adolescent Health, 5(1), 3–4.
- Eccles, J. S., & Roeser, R. W. (2021). Schools, Academic Motivation, and Stage-Environment Fit. In Handbook of Adolescent Psychology (Updated ed.). Wiley.

Supplementary Reading List:

- Schwartz, S. J., & Petrova, M. (2023). Identity Development in Adolescence: Pathways and Pitfalls. Routledge.
- American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.). APA.

Seminal / Foundational Texts:

- Erikson, E. H. (1968). Identity: Youth and Crisis. W. W. Norton.
- Marcia, J. E. (1966). "Development and validation of ego-identity status." Journal of Personality and Social Psychology, 3(5), 551–558.
- Bronfenbrenner, U. (1979). The Ecology of Human Development. Harvard University Press.
- Arnett, J. J. (2000). "Emerging adulthood: A theory of development from the late teens through the twenties." American Psychologist, 55(5), 469–480.

Relevant Peer-Reviewed Journals:

- Journal of Adolescence. Elsevier.
- Journal of Youth and Adolescence. Springer.
- Developmental Psychology. American Psychological Association.
- Child Development. Society for Research in Child Development.
- Contemporary Educational Psychology. Elsevier.
- Journal of Educational Psychology. American Psychological Association.
- Educational Psychology Review. Springer.
- Journal of Adolescent Research. SAGE Publications.
- Learning and Instruction. Elsevier.
- Applied Developmental Science. Taylor & Francis.

UNIT SPECIFICATIONS

Unit Title
Innovative STEM Pedagogy for Elementary and Middle School Education

Level
7

Learning Time Hours
125

ECTS
5

Module Overview
This module explores innovative and research-based pedagogical strategies for effectively teaching Science, Technology, Engineering, and Mathematics (STEM) at the elementary and middle school levels. It focuses on interdisciplinary curriculum design, inquiry-based learning, and the integration of digital technologies to enhance student engagement and critical thinking. Emphasis will be placed on differentiated instruction, equity in STEM education, and aligning classroom practices with national and international STEM education standards. Learners will develop practical skills in planning, delivering, and assessing STEM instruction that promotes creativity, collaboration, and real-world problem-solving among young learners.

Learning Outcomes
Competences:
At the end of the Module the learner will have acquired the responsibility and autonomy to:
- Independently and critically evaluate, select, and apply advanced STEM teaching methodologies appropriate for elementary and middle school learners, demonstrating responsibility for innovation in practice.
- Design, implement, and critically reflect on inclusive interdisciplinary STEM strategies that address diverse student needs, learning styles, and complex classroom contexts.
- Take responsibility for integrating technology and digital tools to enhance STEM instruction, promote digital literacy, and transform young learners' engagement with knowledge.
- Collaborate effectively with peers and stakeholders and contribute to the coordination of shared educational initiatives to develop, implement, and evaluate curriculum initiatives that advance innovative and evidence-informed STEM practices.
- Exercise autonomy and accountability in reflecting on and adapting personal teaching practices, aligning them with current research, policy frameworks, and best practices in STEM education

Knowledge:
At the end of the Module the learner will have been exposed to the following:
- Demonstrate comprehensive knowledge of child development theories and how they inform instructional strategies at the elementary and middle school levels.
- Understand the principles and models of effective pedagogy, curriculum design, and classroom management applicable to early and middle years.

- Possess a critical understanding of differentiated instruction, inclusive education practices, and strategies for supporting diverse learners.
- Explore theoretical and research-based foundations underpinning formative and summative assessment methods.
- Identify the impact of cultural, linguistic, and socio-economic factors on learning and instruction in diverse classroom contexts.
- Understand the role of digital technologies and multimedia tools in enhancing teaching and learning processes for younger learners.

Skills:

At the end of the Module the learner will have acquired the following skills:

- Apply advanced instructional strategies and inquiry-based approaches to design and deliver engaging STEM lessons for diverse learners.
- Integrate interdisciplinary concepts across Science, Technology, Engineering, and Mathematics using real-world problem-solving and project-based learning.
- Critically evaluate and adapt digital tools and resources to enhance STEM learning experiences and learner engagement.
- Design age-appropriate assessments to monitor STEM learning outcomes and make data- informed instructional decisions.
- Reflect on teaching practices and adjust instructional techniques based on formative feedback, learner needs, and evidence-based research.
- Collaborate effectively with peers and stakeholders to foster a STEM-rich learning environment that promotes creativity and innovation.

Module-Specific Learner Skills

Upon completion of the module, learners will demonstrate enhanced abilities in:

- Ability to design integrated STEM lesson plans tailored to the cognitive and developmental levels of elementary and middle school learners.
- Skill in fostering scientific inquiry, engineering design thinking, and mathematical reasoning in age-appropriate classroom contexts.
- Competence in facilitating collaborative, hands-on, and experiential learning activities that promote engagement and curiosity.
- Capacity to differentiate instruction in STEM subjects to meet the needs of diverse learners, including those with learning differences.
- Proficiency in evaluating the impact of STEM instruction through learner assessments, feedback, and performance metrics.

Module-Specific Digital Skills and Competences

Learners will develop digital skills and competencies including:

- Proficient use of digital tools and platforms (e.g., simulations, virtual labs, interactive whiteboards) to enhance STEM instruction and student engagement.
- Ability to integrate educational technologies such as coding platforms into classroom activities.
- Competence in using data collection and visualization tools to support scientific inquiry and evidence-based analysis.
- Skilled in using digital formative assessment tools (e.g., Google Forms, Kahoot!, Quizizz) to monitor and support student learning in STEM subjects.
- Capacity to critically evaluate and select age-appropriate digital STEM resources aligned with curriculum objectives.

Module Workload

Component	Hours
Total Contact Hours	25
Supervised Placement and Practice Hours	0
Self-Study Hours	95
Assessment Hours	5
Total Learning Hours	125
ECTS Credits	5

Total Contact Hours: Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer e.g. lectures participation in online forums

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Assessment Strategy

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Pass Mark: 50%

Reassessment Policy:

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- Process: Reassessment typically involves resubmission of assignments, retaking examinations, or revision of project reports
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Essential Reading

Core Reading List:

- Bybee, R. W. (2020). The Case for STEM Education: Challenges and Opportunities. NSTA Press.
- Czerniak, C. M., & Johnson, C. C. (2023). Interdisciplinary STEM Teaching & Learning. Routledge.
- National Research Council. (2021). A Framework for K–12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. National Academies Press.
- Capraro, R. M., Capraro, M. M., & Morgan, J. (2022). STEM Project-Based Learning: An Integrated Science, Technology, Engineering, and Mathematics (STEM) Approach. Sense Publishers.

Supplementary Reading List:

- Kelley, T. R., & Knowles, J. G. (2020). A Conceptual Framework for Integrated STEM Education. International Journal of STEM Education.
- English, L. D. (2023). Global Perspectives and Practices in STEM Education. Springer.
- Herschbach, D. R. (2021). Technology Education: Learning by Design. International Technology Education Association.

Seminal / Foundational Texts:

- Dewey, J. (1938). Experience and Education. Macmillan.
- Piaget, J. (1952). The Origins of Intelligence in Children. International Universities Press.
- Vygotsky, L. S. (1978). Mind in Society. Harvard University Press.
- Bruner, J. S. (1960). The Process of Education. Harvard University Press.
- Creswell, J. W., & Creswell, J. D. (2023). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (6th ed.). Sage Publications.
- Cohen, L., Manion, L., & Morrison, K. (2021). Research Methods in Education (9th ed.). Routledge.
- Saunders, M., Lewis, P., & Thornhill, A. (2023). Research Methods for Business Students (9th ed.). Pearson.
- Yin, R. K. (2024). Case Study Research and Applications (7th ed.). Sage Publications.
- Bryman, A. (2021). Social Research Methods (6th ed.). Oxford University Press.

Relevant Peer-Reviewed Journals:

- International Journal of Research & Method in Education. Taylor & Francis.
- Research Papers in Education. Taylor & Francis.
- Educational Research Review. Elsevier.
- Journal of Mixed Methods Research. Sage Publications.
- Studies in Educational Evaluation. Elsevier.

UNIT SPECIFICATIONS

Unit Title

Innovative STEM Pedagogy for Secondary Education

Level

7

Learning Time Hours

125

ECTS
5

Module Overview
This module explores innovative and culturally responsive approaches to teaching Science, Technology, Engineering, and Mathematics (STEM) at the secondary education level within a global context. It equips educators with advanced pedagogical strategies that integrate interdisciplinary STEM instruction with global competencies, sustainability, and 21st-century learning skills. Emphasis is placed on inquiry-based learning, problem-solving, and collaborative project design that reflects real-world global challenges. Learners will critically engage with international STEM education frameworks, evaluate technology-enhanced teaching practices, and develop inclusive lesson plans that prepare diverse learners for global citizenship in a rapidly evolving digital society.

Learning Outcomes
Competences:
At the end of the Module the learner will have acquired the responsibility and autonomy to:

- Exhibit autonomy and initiative in designing and implementing STEM instruction that incorporates global perspectives and interdisciplinary approaches at the secondary level.
- Employ advanced pedagogical strategies that cultivate problem-solving, critical thinking, and collaborative learning in culturally diverse and international classrooms.
- Appraise and refine STEM teaching methods to address global challenges, embedding principles of sustainability, equity, and innovation in education.

Knowledge:
At the end of the Module the learner will have been exposed to the following:

- Demonstrate comprehensive knowledge of STEM curriculum frameworks and global competencies relevant to secondary education.
- Critically understand advanced pedagogical theories supporting interdisciplinary and inquiry- based STEM instruction.
- Analyse the impact of global trends, sustainability, and technological advancement on STEM education at the secondary level.
- Evaluate research and policies related to STEM teaching in diverse, multicultural, and international educational contexts.
- Understand ethical, social, and environmental implications of STEM fields within a globalised teaching framework.

Skills:
At the end of the Module the learner will have acquired the following skills:

- Design and implement advanced interdisciplinary STEM lessons that integrate global issues, sustainability principles, and real-world problem-solving in complex educational contexts.
- Apply and critically adapt innovative instructional strategies (e.g., project-based learning, flipped classroom, inquiry-based methods) to enhance learner engagement and achievement in STEM.
- Select, use, and critically evaluate data and assessment tools to monitor learner progress and strategically adapt teaching approaches in diverse and dynamic secondary school settings.
- Integrate and creatively employ specialised technologies and digital tools to facilitate collaborative, cross-cultural STEM learning experiences.
- Engage in systematic critical reflection on teaching practices, using research evidence, student feedback, and classroom observations to drive continuous professional improvement and innovation.

Module-Specific Learner Skills
Upon completion of the module, learners will demonstrate enhanced abilities in:

- Collaborate effectively with peers and professionals to design globally relevant STEM curricula for secondary education.
- Demonstrate critical thinking and problem-solving skills by addressing global challenges through STEM-based pedagogical approaches.
- Communicate complex STEM concepts clearly to diverse student groups using inclusive and culturally responsive teaching strategies.
- Exhibit adaptability in integrating cross-disciplinary knowledge to create engaging and contextually meaningful learning experiences.

- Engage in reflective practice to evaluate and enhance their instructional effectiveness in global STEM education contexts.

Module-Specific Digital Skills and Competences

Learners will develop digital skills and competencies including:

- Use digital collaboration tools to co-develop STEM projects with peers and global partners.
- Integrate online simulations, virtual labs, and open-source STEM platforms to enhance learner engagement and understanding.
- Evaluate and select appropriate educational technologies for delivering STEM content effectively in diverse classroom settings.
- Apply digital assessment tools to monitor student progress and adapt instruction accordingly.
- Leverage data analytics tools to interpret student learning outcomes and improve STEM teaching strategies.

Module Workload

Component	Hours
Total Contact Hours	25
Supervised Placement and Practice Hours	0
Self-Study Hours	95
Assessment Hours	5
Total Learning Hours	125
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Core Reading List:

- Bybee, R. W. (2021). STEM Education: A Project-Based Approach. NSTA Press.
- Honey, M., Pearson, G., & Schweingruber, H. (2022). STEM Integration in K-12 Education: Status, Prospects, and an Agenda for Research. National Academies Press.
- Freeman, J., Marginson, S., & Tytler, R. (2021). Global Perspectives on STEM Education: A Comparative Study. Routledge.

Supplementary Reading List:

- Berlin, D. F., & White, A. L. (2023). Interdisciplinary STEM Teaching and Learning: Pedagogical Perspectives for Secondary Educators. Springer.
- Zhao, Y. (2020). An Education Crisis Is a Terrible Thing to Waste: How Radical Changes Can Spark Student Excitement and Success. Teachers College Press.
- Bates, A. W. (2022). Teaching in a Digital Age (3rd ed.). Tony Bates Associates Ltd.
- Trust, T., Carpenter, J. P., & Krutka, S. (2021). The 2020 Pandemic and Teachers' Use of Technology. Journal of Technology and Teacher Education.

Seminal / Foundational Texts:

- Montessori, M. (1912). The Montessori Method. Frederick A. Stokes.
- Piaget, J. (1952). The Origins of Intelligence in Children. International Universities Press.
- Vygotsky, L. S. (1978). Mind in Society. Harvard University Press.
- Bruner, J. S. (1960). The Process of Education. Harvard University Press.
- Freire, P. (1970). Pedagogy of the Oppressed. Continuum. (Seminal text)
- Dewey, J. (1916). Democracy and Education. Macmillan. (Seminal text)

Relevant Peer-Reviewed Journals:

- Educational Policy. Sage Publications.
- Journal of Education Policy. Taylor & Francis.
- British Educational Research Journal. Wiley.
- Comparative Education. Taylor & Francis.
- International Journal of Educational Development. Elsevier.
- Teaching in Higher Education. Taylor & Francis.
- Oxford Review of Education. Taylor & Francis.
- Policy Futures in Education. Sage Publications.

UNIT SPECIFICATIONS

Unit Title
Global Perspectives in Education and Cultural Competence

Level
7

Learning Time Hours
125

ECTS
5

Module Overview
This course examines the global competencies essential for students to thrive in an increasingly interconnected and rapidly evolving world. It emphasises designing learning environments that recognise the world as the broadest context for education, engaging students with real-world issues both locally and globally. The module explores strategies for fostering students' awareness of and engagement with global challenges, encouraging open-mindedness towards diverse perspectives, and promoting reflection on their responsibilities as active global citizens. Special attention is given to the role of language acquisition and multilingualism as powerful tools for cultivating intercultural understanding, appreciation of cultural diversity, and respect for different worldviews.

Learning Outcomes
Competences:
At the end of the Module the learner will have acquired the responsibility and autonomy to:

- Demonstrate advanced and critical understanding of global competence, including its theoretical foundations and significance in contemporary education.
- Critically identify and analyse global issues, trends, and challenges that shape teaching, learning, and societal development.
- Demonstrate in-depth knowledge of cultural diversity, intercultural communication, and multilingualism, and explain their role in fostering inclusive and globally responsive learning environments.
- Critically appraise and describe frameworks, models, and pedagogical approaches for integrating global perspectives into curriculum design and educational practice.
- Demonstrate advanced knowledge of principles and quality indicators of assessment, with particular reference to global learning contexts.

Knowledge:
At the end of the Module the learner will have been exposed to the following:

- Apply advanced pedagogical strategies to integrate global issues and perspectives into lesson planning and curriculum design, demonstrating innovation in teaching practice.
- Facilitate complex classroom discussions that promote intercultural dialogue, critical thinking, and open-mindedness, managing diverse viewpoints in professional learning contexts.

- Critically select and utilise multilingual and culturally diverse resources to enrich learning experiences and foster students' global awareness.
- Design, implement, and critically evaluate a range of assessment tools (formal and informal) to measure and support students' global competence.
- Adapt and justify instructional approaches in response to learners' language proficiency, cultural backgrounds, and diverse academic needs in dynamic educational settings.
- Employ specialised digital and collaborative tools to connect learners with global networks and real-world contexts, enhancing engagement and intercultural competence.

Skills:

At the end of the Module the learner will have acquired the following skills:

- Utilise digital collaboration platforms (e.g., virtual classrooms, discussion forums, video conferencing) to facilitate global and intercultural learning exchanges.
- Apply online research tools and digital databases to access, analyse, and synthesise global issues and perspectives.
- Incorporate multimedia and interactive digital resources into lesson planning to enhance engagement with diverse cultural content.
- Leverage translation tools, language learning applications, and multilingual digital resources to support intercultural communication.
- Evaluate the credibility and cultural sensitivity of online content before integrating it into teaching and learning activities.
- Implement digital assessment tools to monitor and measure students' progress in developing global competence.
- Engage in virtual global networks and professional learning communities to share best practices and resources.

Module-Specific Learner Skills

Upon completion of the module, learners will demonstrate enhanced abilities in:

- Critically analyse the concept of global competence and its application in educational contexts.
- Design learning experiences that integrate global perspectives and address real-world issues.
- Facilitate respectful intercultural dialogue and promote inclusivity in diverse classrooms.
- Utilise multilingual resources and students' cultural backgrounds as assets for learning.
- Apply assessment tools and strategies to evaluate students' global awareness and competencies.
- Adapt teaching approaches to accommodate linguistic, cultural, and contextual diversity.
- Engage with digital platforms and global networks to enrich classroom learning and collaboration.

Module-Specific Digital Skills and Competences

Learners will develop digital skills and competencies including:

- Utilise digital collaboration platforms (e.g., virtual classrooms, discussion forums, video conferencing) to facilitate global and intercultural learning exchanges.
- Apply online research tools and digital databases to access, analyse, and synthesise global issues and perspectives.
- Incorporate multimedia and interactive digital resources into lesson planning to enhance engagement with diverse cultural content.
- Leverage translation tools, language learning applications, and multilingual digital resources to support intercultural communication.
- Evaluate the credibility and cultural sensitivity of online content before integrating it into teaching and learning activities.
- Implement digital assessment tools to monitor and measure students' progress in developing global competence.
- Engage in virtual global networks and professional learning communities to share best practices and resources.

Module Workload

Component	Hours
Total Contact Hours	25
Supervised Placement and Practice Hours	0
Self-Study Hours	95
Assessment Hours	5
Total Learning Hours	125
ECTS Credits	5

Total Contact Hours: Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer e.g. lectures participation in online forums
Supervised Placement and Practice Hours: During these hours the learner is supervised, coached, or mentored.
Self-Study Hours: Estimated workload of research and study
Assessment Hours: Examinations/ presentations/ group work/ projects etc.

Pedagogy
This module will be delivered fully online through the Institute's Moodle-based Virtual Learning Environment, supported by live teaching through Zoom or a VLE integrated video conferencing platform and collaborative learning through Google Workspace. Moodle will provide module materials, guided readings, announcements, discussion forums, quizzes, learning activities, and learner progress tracking. Zoom or a VLE integrated video conferencing platform will be used for live lectures, tutorials, workshops, student presentations, peer discussion, and academic support. Google Workspace will support group work, shared documents, peer activities, presentation preparation, and collaborative academic tasks. The module will normally include weekly synchronous sessions supported by structured Moodle activities, ensuring both synchronous and asynchronous learner engagement. The module will combine flexible access, regular tutor interaction, peer engagement, and systematic monitoring of student participation. Students with additional learning needs, academic English-development needs, or digital access challenges may receive reasonable academic guidance, accessible learning resources, formative feedback, and referral to relevant student-support procedures in line with institutional policy. Each ECTS shall include a minimum of 5 contact hours. Of these contact hours, a minimum of 4 hours per ECTS shall be delivered synchronously through live tutor led online teaching, seminars, tutorials, supervision, presentations, viva style discussion, live academic support or other real time tutor supported learning activity. Up to 1 hour per ECTS may be delivered asynchronously, provided that the activity includes tutor support and human interaction, such as instructor moderated discussion, interactive recorded content requiring learner response and tutor feedback, supervised online exercises, or instructor reviewed recorded presentations. For each standard 5 ECTS taught module, the 25 contact hours shall therefore comprise 20 synchronous online contact hours and 5 asynchronous tutor supported online contact hours.

Assessment Strategy
This module will be assessed through assignment, presentation and examination/controlled online assessment, aligned with the module learning outcomes.

Assessment Weightings:
- Assignment: 50%
- Presentation: 30%
- Examination / Controlled Online Assessment: 20%

Assessment Methods:
- Assignment: 50%: The assignment will normally involve a written academic task such as a critical essay, case analysis, policy review, curriculum design task, reflective professional analysis, research proposal, lesson or assessment design, or other module-relevant task. To support sustained critical argument at MQF Level 7, the assignment will normally be 2,500–3,000 words, unless an equivalent module-specific task is approved in the assessment brief.
- Presentation: 30%: The presentation will normally be delivered through Zoom or a VLE integrated video conferencing platform and may include tutor questions, peer discussion or oral clarification. It should normally be an individual presentation of approximately 10 minutes, equivalent to approximately 850 spoken words, or a maximum of 10 slides, unless otherwise stated in the module assessment brief.
- Examination / Controlled Online Assessment: 20%: The examination or controlled online assessment may include essay-based, case-based, application-based or problem-solving questions designed to assess the student's individual understanding and application of the module content. It may be delivered through Moodle Quiz or another approved Moodle-based assessment format, with appropriate controls such as time restrictions, question randomisation, attempt limits and activity logs.

Assessment submission and grading will be managed through Moodle Assignment and/or Moodle Quiz. Written work will be checked through Turnitin or an institutionally approved similarity-checking tool. The pass mark for the module is 50%. The assessment will be marked using the general assessment rubric provided in Section B, point 23, unless a module-specific rubric is provided

Pass Mark: 50%

Reassessment Policy:
Students who do not achieve the required standard are afforded one opportunity for reassessment.

- Process: Reassessment typically involves resubmission of assignments, retaking examinations, or revision of project reports
- Timing: Reassessments are scheduled according to the academic calendar, with specific deadlines communicated to affected students
- Support: Additional academic support, including individual tutorials and skills workshops, is provided to assist students in addressing identified areas for development and preparing effectively for reassessment

Essential Reading
Core Reading List:

- OECD (2021). Global Competence for an Inclusive World. Paris: OECD Publishing.
- Boix Mansilla, V., & Jackson, A. (2021). Educating for Global Competence: Preparing Our Youth to Engage the World (2nd ed.). New York: Asia Society & CCSSO.
- UNESCO (2022). Reimagining Our Futures Together: A New Social Contract for Education. Paris: UNESCO Publishing.
- Reimers, F. M., & Chung, C. K. (2021). Teaching and Learning for the Twenty-First Century: Educational Goals, Policies, and Curricula from Six Nations. Cambridge, MA: Harvard Education Press.

Supplementary Reading List:

- Deardorff, D. K. (2020). Manual for Developing Intercultural Competencies: Story Circles. Paris: UNESCO Publishing.
- Schleicher, A. (2022). World Class: How to Build a 21st-Century School System. Paris: OECD Publishing.
- Banks, J. A. (2021). Diversity, Equity, and Excellence: Advancing Global Citizenship Education. New York: Routledge.

Seminal / Foundational Texts:

- Freire, P. (1970). Pedagogy of the Oppressed. Herder and Herder / Continuum.
- Bourdieu, P., & Passeron, J.-C. (1977). Reproduction in Education, Society and Culture. SAGE.
- Said, E. W. (1978). Orientalism. Pantheon Books.
- Banks, J. A. (1993). “Multicultural education: Historical development, dimensions, and practice.” Review of Research in Education, 19, 3–49.

Relevant Peer-Reviewed Journals:

- Comparative Education
- Comparative Education Review
- International Journal of Educational Development
- Multicultural Education Review
- British Educational Research Journal

UNIT SPECIFICATIONS

Unit Title
Research Design and Professional Inquiry in Education

Level
7

Learning Time Hours
125

ECTS
5

Module Overview

This module prepares learners to design a feasible, ethical, and methodologically coherent educational research proposal or professional inquiry plan. It focuses on research preparation rather than the completion of a full research project. Students will identify a relevant educational issue, formulate research aims and questions, conduct a preliminary literature review, evaluate appropriate methodological approaches, consider ethical and data-protection requirements, and design suitable data collection and analysis strategies. The module prepares students for the Educational Research Project by developing their ability to plan a coherent study, justify methodological choices, and connect research design to professional educational practice. The final output will normally be a research proposal or professional inquiry plan that may inform the subsequent dissertation/project module.

Learning Outcomes

Competences:

At the end of the Module the learner will have acquired the responsibility and autonomy to:

- Identify and define a relevant educational issue suitable for professional inquiry or educational research.
- Formulate clear research aims, objectives, and research questions appropriate to MQF Level 7 study.
- Select and justify an appropriate research design, methodology, and data collection strategy.
- Evaluate ethical considerations, including informed consent, confidentiality, data protection, feasibility, and responsible use of evidence.
- Develop a coherent research proposal or professional inquiry plan that can inform the subsequent Educational Research Project.
- Take responsibility for planning a feasible and ethical professional inquiry that may support evidence-informed improvement in educational practice.

Knowledge:

At the end of the Module the learner will have been exposed to the following:

- Advanced principles of educational research design, professional inquiry, and research proposal development within educational contexts.
- The role of critical literature review in identifying research gaps, framing educational problems, and developing theoretically informed research questions.
- Qualitative, quantitative, and mixed-method research approaches used in educational research, including their epistemological assumptions, strengths, limitations, and suitability for different research purposes.
- Ethical principles and institutional research requirements relevant to educational inquiry, including informed consent, confidentiality, data protection, participant welfare, academic integrity, and responsible use of evidence.
- Principles for planning data collection, data analysis, validity, reliability, trustworthiness, feasibility, and methodological coherence in preparation for an independent educational research project.

Skills:

At the end of the Module the learner will have acquired the following skills:

- Develop a focused research topic, problem statement, and set of research questions.
- Conduct a preliminary literature review to support the rationale for a proposed study.
- Compare and justify methodological options for an educational research project.
- Design appropriate data collection tools or strategies for a proposed educational inquiry.
- Prepare a structured research proposal that demonstrates methodological awareness, ethical consideration, and relevance to professional educational practice.
- Evaluate ethical considerations, including informed consent, confidentiality, data protection, feasibility, participant welfare, and responsible use of evidence when preparing a research proposal or professional inquiry plan.

Module-Specific Learner Skills

Upon completion of the module, learners will demonstrate enhanced abilities in:

- Identify and investigate a relevant professional problem or opportunity through an evidence- based approach.
- Apply appropriate research methodologies to collect and analyse data in a professional context.
- Integrate theoretical knowledge and practical experience to inform inquiry design and recommendations.
- Demonstrate ethical awareness and integrity in all stages of the inquiry process.
- Present research findings and recommendations in a format suitable for professional and academic audiences.
- Critically reflect on the inquiry process to enhance future professional practice.

Module-Specific Digital Skills and Competences

Learners will develop digital skills and competencies including:

- Use digital research databases and online academic repositories to source and review relevant literature.
- Apply data collection tools such as online surveys, digital questionnaires, and virtual interview platforms.
- Utilise statistical and qualitative analysis software to process and interpret research data.
- Organise and manage research data securely using cloud-based storage and data management systems.
- Create professional presentations and visualisations of research findings using digital tools.
- Engage with online professional networks and communities to exchange insights and validate findings.
- Evaluate the reliability, validity, and ethical implications of digital data sources and research tools.

Module Workload

Component	Hours
Total Contact Hours	25
Supervised Placement and Practice Hours	0
Self-Study Hours	95
Assessment Hours	5
Total Learning Hours	125
ECTS Credits	5

Total Contact Hours: Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer e.g. lectures participation in online forums
Supervised Placement and Practice Hours: During these hours the learner is supervised, coached, or mentored.
Self-Study Hours: Estimated workload of research and study
Assessment Hours: Examinations/ presentations/ group work/ projects etc.

Pedagogy

This module will be delivered fully online through the Institute's Moodle-based Virtual Learning Environment, supported by live teaching through Zoom or a VLE integrated video conferencing platform and collaborative learning through Google Workspace. Moodle will provide module materials, guided readings, announcements, discussion forums, quizzes, learning activities, and learner progress tracking. Zoom or a VLE integrated video conferencing platform will be used for live lectures, tutorials, workshops, student presentations, peer discussion, and academic support. Google Workspace will support group work, shared documents, peer activities, presentation preparation, and collaborative academic tasks. The module will normally include weekly synchronous sessions supported by structured Moodle activities, ensuring both synchronous and asynchronous learner engagement. The module will combine flexible access, regular tutor interaction, peer engagement, and systematic monitoring of student participation. Students with additional learning needs, academic English-development needs, or digital access challenges may receive reasonable academic guidance, accessible learning resources, formative feedback, and referral to relevant student-support procedures in line with institutional policy. Each ECTS shall include a minimum of 5 contact hours. Of these contact hours, a minimum of 4 hours per ECTS shall be delivered synchronously through live tutor led online teaching, seminars, tutorials, supervision, presentations, viva style discussion, live academic support or other real time tutor supported learning activity. Up to 1 hour per ECTS may be delivered asynchronously, provided that the activity includes tutor support and human interaction, such as instructor moderated discussion, interactive recorded content requiring learner response and tutor feedback, supervised online exercises, or instructor reviewed recorded presentations. For each standard 5 ECTS taught module, the 25 contact hours shall therefore comprise 20 synchronous online contact hours and 5 asynchronous tutor supported online contact hours.

Assessment Strategy

This module will be assessed through assignment, presentation and examination/controlled online assessment, aligned with the module learning outcomes.

Assessment Weightings:

- Assignment: 50%
- Presentation: 30%
- Examination / Controlled Online Assessment: 20%

Assessment Methods:

- Assignment: 50%: The assignment will normally involve a written academic task such as a critical essay, case analysis, policy review, curriculum design task, reflective professional analysis, research proposal, lesson or assessment design, or other module-relevant task. To support sustained critical argument at MQF Level 7, the assignment will normally be 2,500–3,000 words, unless an equivalent module-specific task is approved in the assessment brief.
- Presentation: 30%: The presentation will normally be delivered through Zoom or a VLE integrated video conferencing platform and may include tutor questions, peer discussion or oral clarification. It should normally be an individual presentation of approximately 10 minutes, equivalent to approximately 850 spoken words, or a maximum of 10 slides, unless otherwise stated in the module assessment brief.
- Examination / Controlled Online Assessment: 20%: The examination or controlled online assessment may include essay-based, case-based, application-based or problem-solving questions designed to assess the student's individual understanding and application of the module content. It may be delivered through Moodle Quiz or another approved Moodle-based assessment format, with appropriate controls such as time restrictions, question randomisation, attempt limits and activity logs.

Assessment submission and grading will be managed through Moodle Assignment and/or Moodle Quiz. Written work will be checked through Turnitin or an institutionally approved similarity-checking tool. The pass mark for the module is 50%. The assessment will be marked using the general assessment rubric provided in Section B, point 23, unless a module-specific rubric is provided

Pass Mark: 50%

Reassessment Policy:
Students who do not achieve the required standard are afforded one opportunity for reassessment.

- Process: Reassessment typically involves resubmission of assignments, retaking examinations, or revision of project reports
- Timing: Reassessments are scheduled according to the academic calendar, with specific deadlines communicated to affected students
- Support: Additional academic support, including individual tutorials and skills workshops, is provided to assist students in addressing identified areas for development and preparing effectively for reassessment

Essential Reading
Core Reading List:

- Creswell, J. W., & Creswell, J. D. (2022). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (6th ed.). Thousand Oaks, CA: Sage.
- Gray, D. E. (2021). Doing Research in the Real World (5th ed.). London: Sage.
- Flick, U. (2022). An Introduction to Qualitative Research (7th ed.). London: Sage.
- Cohen, L., Manion, L., & Morrison, K. (2021). Research Methods in Education (9th ed.). London: Routledge.

Supplementary Reading List:

- Walliman, N. (2021). Research Methods: The Basics (2nd ed.). London: Routledge.
- Robson, C., & McCartan, K. (2020). Real World Research (5th ed.). Hoboken, NJ: Wiley.
- Yin, R. K. (2023). Case Study Research and Applications: Design and Methods (7th ed.). Thousand Oaks, CA: Sage.

Seminal / Foundational Texts:

- Lewin, K. (1946). "Action research and minority problems." Journal of Social Issues, 2(4), 34– 46.
- Schön, D. A. (1983). The Reflective Practitioner: How Professionals Think in Action. Basic Books.
- Carr, W., & Kemmis, S. (1986). Becoming Critical: Education, Knowledge and Action Research. Falmer Press.
- Kemmis, S., & McTaggart, R. (1988). The Action Research Planner. Deakin University Press.

Relevant Peer-Reviewed Journals:

- Educational Action Research
- Action Research
- Teaching and Teacher Education

UNIT SPECIFICATIONS

Unit Title
Educational Research Project (Dissertation)

Level
7

Learning Time Hours
375

ECTS
15

Module Overview
This module is the culminating research module of the Master of Education programme. It requires students to implement an approved research proposal or professional inquiry plan developed through prior research preparation. Students will conduct an independent educational research project, apply appropriate methodology, collect and analyse data or evidence where applicable, evaluate findings, and present a final dissertation or educational research project. The module emphasises independent scholarly inquiry, ethical research conduct, critical analysis, evidence-informed interpretation, and the clear communication of findings. It enables students to demonstrate their ability to integrate educational theory, research methodology, professional reflection, and applied educational practice in a substantial final research output.

Learning Outcomes
Competences:
At the end of the Module the learner will have acquired the responsibility and autonomy to:

- Independently implement an approved educational research proposal or professional inquiry plan.
- Manage the research process ethically, responsibly, and systematically.
- Apply appropriate methods for data collection, evidence gathering, or professional inquiry.
- Analyse and interpret findings in relation to relevant literature, theory, methodology, and educational practice.
- Produce and defend a coherent final dissertation or research project that demonstrates MQF Level 7 scholarly and professional competence.

Knowledge:
At the end of the Module the learner will have been exposed to the following:

- Advanced principles of independent educational research and dissertation development.
- Approaches to data collection, evidence gathering, analysis, interpretation, and presentation of findings.
- Ethical and quality considerations in the implementation of educational research.
- The relationship between research findings, educational theory, methodology, and professional practice.
- Standards of academic writing, referencing, argumentation, and scholarly communication at MQF Level 7.
- Demonstrate professional responsibility in completing an independent research project that contributes to evidence-informed improvement in education.

Skills:
At the end of the Module the learner will have acquired the following skills:

- Conduct an independent educational research project based on an approved research design.
- Collect, organise, analyse, and interpret relevant data or evidence.
- Critically evaluate findings in relation to literature, theory, methodology, and professional context.
- Draw evidence-informed conclusions and recommendations for educational practice.
- Present a final dissertation or research project in a clear, coherent, ethical, and academically rigorous format.
- Conduct an independent educational research project ethically and responsibly, applying approved methodology, protecting participants, managing data appropriately, analysing evidence, and presenting findings with academic integrity.

Module-Specific Learner Skills

Upon completion of the module, learners will demonstrate enhanced abilities in:

- Implement a research proposal or professional inquiry plan within an educational context.
- Apply appropriate research methods to investigate an educational issue.
- Analyse findings and evaluate their relevance to educational theory and practice.
- Demonstrate ethical awareness and research integrity throughout the project.
- Produce a dissertation or educational research project that meets postgraduate academic standards.
- Present and, where applicable, defend the research process, findings, and conclusions.

Module-Specific Digital Skills and Competences

Learners will develop digital skills and competencies including:

- Use digital academic databases and online repositories to support independent research.
- Use digital tools to collect, organise, and manage research data or evidence securely.
- Use appropriate digital tools for qualitative or quantitative data analysis, where relevant to the selected methodology.
- Use Google Workspace tools for document development, draft management, and presentation preparation, where appropriate.
- Use Turnitin or an institutionally approved similarity-checking system to support academic integrity and citation review.

Module Workload

Component	Hours
Total Contact Hours	75
Supervised Placement and Practice Hours	145
Self-Study Hours	115
Assessment Hours	40
Total Learning Hours	375
ECTS Credits	15

Total Contact Hours: Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer e.g. lectures participation in online forums
Supervised Placement and Practice Hours: During these hours the learner is supervised, coached, or mentored.
Self-Study Hours: Estimated workload of research and study
Assessment Hours: Examinations/ presentations/ group work/ projects etc.

Pedagogy

This module is delivered fully online through the Institute's Moodle-based Virtual Learning Environment, supported by video-conferencing supervision and Google Workspace where appropriate. Moodle provides the dissertation/project handbook, research guidance, academic writing resources, ethical research guidance, submission instructions, announcements, supervision records, and learner progress tracking. Video-conferencing sessions are used for supervision meetings, progress-review sessions, research workshops, proposal refinement, methodology guidance, academic writing support, and formative feedback. Google Workspace may support research planning, draft development, document sharing, and presentation preparation, subject to institutional research ethics and data-protection requirements. The module focuses on the implementation and completion of an approved educational research project: students apply a suitable research methodology, collect and analyse data or evidence where applicable, interpret findings, and produce a final dissertation or educational research project.

Each ECTS includes a minimum of 5 contact hours, of which a minimum of 4 hours per ECTS are delivered synchronously through live tutor-led supervision, seminars, tutorials, presentations and viva-style discussion, with up to 1 hour per ECTS delivered asynchronously with tutor support and human interaction. For this 15 ECTS module, the 75 contact hours therefore comprise 60 synchronous online contact hours and 15 asynchronous tutor-supported online contact hours.

Assessment Strategy

This module is assessed through a final dissertation / educational research project and an oral presentation / viva style discussion, designed to evaluate the student's ability to conduct an independent education-related research

project at MQF Level 7, apply appropriate research methodology, engage critically with literature, analyse evidence, demonstrate ethical research practice, and communicate findings clearly.

Assessment Weightings:

- Dissertation / Educational Research Project: 90%
- Oral Presentation / Viva Style Discussion: 10%

Assessment Methods:

- Dissertation / Educational Research Project (90%): normally includes a clearly defined research problem or professional inquiry focus, research aims and questions, literature review, methodology, ethical considerations, analysis of data or evidence where applicable, discussion of findings, conclusions, recommendations, and appropriate academic referencing. The expected word count (normally 10,000-12,000 words) is specified in the module assessment brief and is appropriate for a 15 ECTS MQF Level 7 final research project.
- Oral Presentation / Viva Style Discussion (10%): students deliver an oral presentation or participate in a viva-style discussion through video conferencing, presenting the rationale, methodology, findings and conclusions of their project, responding to academic questions, and demonstrating ownership of their research work.

The dissertation is marked using the MED716 dissertation / educational research project rubric, which assesses research problem and objectives, literature review, research methodology and ethical considerations, practical relevance and contribution, findings and discussion, quality of writing and presentation, and oral defence and communication skills. Assessment submission and grading are managed through Moodle. Written work is checked through Turnitin or an institutionally approved similarity-checking tool, and academic integrity is supported through proposal approval, supervision records, staged submission, draft review, Moodle activity logs, similarity checking, and oral verification through the presentation / viva style discussion.

Pass Mark: 50%

Reassessment Policy:
Students who do not achieve the required standard are afforded one opportunity for reassessment.

- Process: Reassessment typically involves resubmission of assignments, retaking examinations, or revision of project reports
- Timing: Reassessments are scheduled according to the academic calendar, with specific deadlines communicated to affected students
- Support: Additional academic support, including individual tutorials and skills workshops, is provided to assist students in addressing identified areas for development and preparing effectively for reassessment

Essential Reading
Core Reading List:

- OECD (2021). Global Competence for an Inclusive World. Paris: OECD Publishing.
- Boix Mansilla, V., & Jackson, A. (2021). Educating for Global Competence: Preparing Our Youth to Engage the World (2nd ed.). New York: Asia Society & CCSSO.
- UNESCO (2022). Reimagining Our Futures Together: A New Social Contract for Education. Paris: UNESCO Publishing.
- Reimers, F. M., & Chung, C. K. (2021). Teaching and Learning for the Twenty-First Century: Educational Goals, Policies, and Curricula from Six Nations. Cambridge, MA: Harvard Education Press.

Supplementary Reading List:

- Deardorff, D. K. (2020). Manual for Developing Intercultural Competencies: Story Circles. Paris: UNESCO Publishing.
- Schleicher, A. (2022). World Class: How to Build a 21st-Century School System. Paris: OECD Publishing.
- Banks, J. A. (2021). Diversity, Equity, and Excellence: Advancing Global Citizenship Education. New York: Routledge.

Seminal / Foundational Texts:

- Freire, P. (1970). Pedagogy of the Oppressed. Herder and Herder / Continuum.
- Bourdieu, P., & Passeron, J.-C. (1977). Reproduction in Education, Society and Culture. SAGE.
- Said, E. W. (1978). Orientalism. Pantheon Books.

- Banks, J. A. (1993). “Multicultural education: Historical development, dimensions, and practice.” Review of Research in Education, 19, 3–49.

Relevant Peer-Reviewed Journals:

- Comparative Education
- Comparative Education Review
- International Journal of Educational Development
- Multicultural Education Review
- British Educational Research Journal

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