



PART 1 – MA EDUCATION: PEDAGOGY PROGRAMME SPECIFICATION		
1	Awarding institution	St Mary's University, Twickenham
2	Partner institution and location of teaching (if applicable)	Carmel College, Darlington
3	Type of collaborative arrangement (if applicable)	Flying Faculty The MA in Education: Pedagogy is taught both at St Mary's University and in school-based centres by means of a collaborative provision in which St Mary's lecturers teach the programme at the school site as a flying faculty.
4	Award title	Education: Pedagogy
5	Final award	Masters of Arts (MA)
6	Interim award(s) with award titles (if specific titles have been designated)	Postgraduate Certificate (PGCert) Postgraduate Diploma (PGDip)
7	Faculty with responsibility for the programme	Institute of Education
8	Language of study	English
9	Joint Honours combinations	N/A
10	UCAS code	N/A
11	JACS code	X300
12	Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition	N/A
13	QAA subject benchmark or other relevant external reference point	There is not an appropriate Master's degree QAA subject benchmarking statement published for the MA Education: Pedagogy to be mapped against. Therefore the programme specification has been developed in accordance with the Level 7 descriptors identified in The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008) and the QAA Characteristics Statement for Master's Degrees (2015).
14	Normal completion time and maximum duration of study	Normal completion time: Part-time study – two years A part-time Masters programme shall normally be followed over four or six consecutive semesters.
15	Mode of study	The programme is offered in part-time mode.



16	Mode of delivery	<p>The MA in Education: Pedagogy is offered as a taught programme, a blended programme or an online programme, designed to meet the needs of practitioners in all phases of schooling.</p> <p>The taught programme is primarily designed for teachers and is therefore offered outside school hours.</p> <p>The blended programme is designed so that practitioners can engage in distance learning combined with attendance at intensive taught elements at St Mary's University, approximately eight days over two years, including induction, one day per module and tutorial support.</p> <p>The online programme offers a distance learning option for those unable to attend study days at St Mary's or who prefer that approach to learning, providing an equitable learning experience to face to face lectures, seminars and tutorials through the medium of MyModules and other technology.</p>
17	Date approved and name of authorised body	FADC, September 2019
18	Applies to students commencing study in (month/year)	September 2019
PART 2 – CURRICULUM SPECIFIC DETAILS		
19	Summary of the programme	<p>The MA in Education: Pedagogy is designed for anyone who is involved in teaching and learning. In order to meet the needs of practitioners in all phases of schooling and locations, there is a choice of modes of delivery: face to face, blended, combining elements of intensive face to face learning on study days with online learning or an online programme.</p> <p>This MA offers teachers and other education professionals at all stages in their careers a choice of pathways related to their practice, which will support their learning and develop their ability to reflect critically on classroom practice. The focus throughout the programme will be on developing pedagogical understanding as reflective practitioners. This MA will give students a wider understanding of key issues in the field of education in which their practice is located.</p> <p>Throughout students will develop a critical understanding of research methodology as they plan and conduct a small-scale enquiry into an issue of their choice. This will enable the student to further their own understanding of their practice whilst also having the opportunity to contribute to the wider contexts in which they work. As they generate new knowledge, students will contribute to pedagogical theory and practice.</p> <p>This programme consists of five modules, with a choice of specialist modules allowing students to focus on an area of interest:</p> <ul style="list-style-type: none"> • Investigating Pedagogy

		<ul style="list-style-type: none"> • Research Methods and Evidence-Informed Practice • Pedagogical Issues in Practice (optional specialist modules in Literacy, Mathematics, RE, Science and Dyslexia or a generic module in which a curriculum area of interest can be explored). • Leading Learning: Pedagogical Principles • Academic Paper and Conference Presentation
20	Aims of the programme	<p>Primary Aims and Outcomes of the Programme</p> <p>This programme aims to provide a robust and systematic framework for professional learning of teachers and other education professionals at any stage of their career and in all phases of education which focuses on professional knowledge and the relationship between its acquisition and use in the context of reflective practice.</p> <p>Overall Programme Aims</p> <p>In line with the University Mission and the QAA Master's Degree Characteristics (2010), the primary aims are:</p> <p>The programme has the following common aims, notably:</p> <ol style="list-style-type: none"> 1. To contribute to the 'flourishing lives, successful careers and social commitment' of teachers and other education professionals 'through excellent, research-enriched teaching in a strong community of mutual respect based on our Catholic ethos and identity' (St Mary's University Legal Objects, Mission and Values, 2011); 2. To critically engage students in reflection on their own professional development for career enhancement in both religious and secular primary and secondary schools and diverse educational settings (with particular consideration for those working in Catholic and other Christian schools/settings); 3. To promote in our students the professionalism, knowledge, understanding and pedagogical skills indispensable for the achievement of the best practice in their particular setting; 4. To empower students to reflect on and critically analyse rapidly emerging challenges of contemporary school and other educational settings and evolve new strategies to meet these challenges; 5. To support a culture of self-reflective study, critical enquiry and scholarship through workshops, seminars and lectures; 6. To prompt advanced pedagogical reflection and critical analysis in the context of practice and national agenda; 7. To provide guidance on the submission of evidence and analytical review (self-reflective study) in a supportive and critical framework;



8. To educate participants in knowledge transfer strategies and enhance their awareness of networks for disseminating new knowledge;
9. To promote understanding of the major research and developments in the fields of learning and pedagogy;
10. To provide participants with a continuous higher-degree learning pathway that will nurture their development as teacher practitioners, reflective of their practice;
11. To explore and analyse participants' professional identity and values in context-specific ways;
12. To develop advanced skills in project management including the exercise of initiative personal responsibility and independent learning;
13. To promote a critical understanding of techniques and methodologies of research-based enquiry;
14. To develop critical skills of analysis of complex, incomplete or contested areas of knowledge, communicating the outcome effectively;
15. To support participants in achieving greater recognition and credit for their work in education in the form of publications, leading innovative pedagogical practice in their work setting and advanced professional qualifications at Masters level.

Programme Learning Outcomes (Cross-referenced to The Framework for Higher Education Qualifications (FHEQ, Level 7 Masters) and SEEC Masters Level Descriptors (South Eastern England Consortium for Credit Accumulation and Transfer))

On successful completion of the programme, students will have achieved the following outcomes and demonstrate their depth of knowledge and ability to:

1. Apply their depth of professional knowledge and systematic understanding to professional practice;
2. Reflect critically and systematically on their professional values, concerns, priorities and actions;
3. Develop advanced skills and understanding of ethical research methodologies to undertake an independent study related to professional practice, involving planning research, analysis and the construction of a dissertation and conference presentation;
4. Engage in systematic and critical enquiry in support of knowledge creation focused on pedagogical practice;
5. Demonstrate proficiency in handling and interpreting a range of data including empirical data arising from practitioner research and school data;



		<ol style="list-style-type: none">6. Critically analyse educational practices and suggest interventions;7. Synthesise information with critical awareness, utilising knowledge or processes from the forefront of educational theory or practice;8. Critically evaluate educational research and advanced scholarship and methodologies and argue alternative approaches;9. Work effectively in a group as leader or member and clarify tasks and make appropriate use of the capacities of group members;10. Show a high degree of reflection on their own and others' functioning in order to improve practice.
21	Criteria for admission	<p>Criteria for Admission</p> <p>Applicants must satisfy the general admissions requirements of St Mary's University outlined in the Admissions Policy (see www.stmarys.ac.uk/admissions-policy). Applicants should possess a good honours degree (2:2 or above) from a UK university or an equivalent qualification approved by St Mary's University. Applicants with other appropriate qualifications or experience that are deemed relevant will also be considered.</p> <ul style="list-style-type: none">• Students whose first language is not English must have achieved an overall score of 6.0 in IELTS (International English Language Testing System) with no less than 5.5 in any section. <p>Credit Accumulation and Transfer and Accreditation of Prior Learning</p> <ul style="list-style-type: none">• Relevant credits, i.e. credits at an appropriate level and in an appropriate subject, earned in another institution or in other institutions, in the European Union or elsewhere, may merit exemption from a proportion of the University Programme. The maximum number of credits for which exemption may be given are as follows: Postgraduate Certificate up to 30 credits Postgraduate Diploma up to 60 credits Master's Degree up to 90 credits• Students who are given entry with advanced standing to a Master's programme may be exempted from taught elements only. Applications will be considered on a case-by-case basis, in the first instance, at Programme level and by the Registrar.• Candidates who have been awarded 60 Masters credits as part of an ITE award will be eligible to apply for exemption from module PDG7001 and module PDG7010.

		<ul style="list-style-type: none"> • Where candidates have been awarded a credit bearing qualification, for example, from the National College of Teaching and Leadership, they may apply for accreditation of prior learning (APL) of 30 credits maximum. In each of the above cases, successful applicants will usually not be formally assessed for study associated with module PDG7001. • Where candidates have already secured Masters credits in education or other related study at an equivalent level they may apply for advanced standing and an evaluation will be made of the learning outcomes and assessment of their prior study, with a view to determining the extent of equivalence in learning and possible exemption from assessment of selected taught modules up to 60 credits maximum. • Where candidates successfully qualify for 60 credits (APL), further study will usually involve <ul style="list-style-type: none"> • PDG7002 Research Methods and Evidence-Informed Practice (Core): Either <ul style="list-style-type: none"> • PDG7003 Addressing Literacy across the Curriculum; • PDG7004 Innovation to enhance Mathematical Learning; • PDG7012 The Purpose and Value of Religious Education; • PDG7006 The Purpose and Value of Science Education; • PDG7007 Dyslexia in the Classroom; • PDG7013 Inclusive Practice in Education; or <ul style="list-style-type: none"> • PDG7009 Pedagogical Issues in Practice (Optional) and <ul style="list-style-type: none"> • PDG7011 Academic Paper and Conference Presentation (Core) <p>In cases where candidates have already engaged in professional study leading to a certificated award and wish to link this to Masters Study, they may make an application for APL. In successful cases, prior study will be linked to the following module:</p> <p>PDG7001 (Core) Investigating Pedagogy.</p> 																		
22	<p>Scheduled learning time (the number of guided learning hours (GLH) is 10 hours per 1 credit http://www.qaa.ac.uk/en/Publications/Documents/contact-hours-student.pdf)</p>	<table border="1" data-bbox="523 1592 1385 1939"> <thead> <tr> <th>Type of learning time</th> <th>Number of hours</th> <th>Expressed as %</th> </tr> </thead> <tbody> <tr> <td>Contact time</td> <td>96</td> <td>5.3%</td> </tr> <tr> <td>Placement/work-based learning hours</td> <td>0</td> <td></td> </tr> <tr> <td>Guided learning hours</td> <td>96</td> <td>5.3%</td> </tr> <tr> <td>Independent study time</td> <td>1608</td> <td>89.3%</td> </tr> <tr> <td>TOTAL</td> <td>1800</td> <td>100%</td> </tr> </tbody> </table> <p>*A typical 3 year undergraduate programme has a total of 3600 hours A typical 1 year Masters level programme has a total of 1800 hours</p>	Type of learning time	Number of hours	Expressed as %	Contact time	96	5.3%	Placement/work-based learning hours	0		Guided learning hours	96	5.3%	Independent study time	1608	89.3%	TOTAL	1800	100%
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23	Programme learning outcomes	Programme Learning Outcomes The programme provides opportunities for participants to achieve and demonstrate the following learning and educational outcomes: Knowledge and Understanding A participant will be expected to demonstrate: <ol style="list-style-type: none">1. Demonstrate critical understanding and systematic knowledge of the area being investigated;2. Display a critical understanding of pedagogical techniques, theories and methodologies applicable to their own work setting;3. Show critical understanding and autonomy as a learner, with the ability to undertake research in a chosen area of pedagogy related to their own practice, in an evidence-based manner;4. Develop, understand and apply emergent themes and new knowledge augmenting their continuing professional development in the communities to which they contribute;5. Critically appraise and challenge their awareness and ability to manage the implications of ethical dilemmas in research and work settings;6. Work pro-actively with others to formulate solutions to ethical issues in research and work based settings;7. Demonstrate a critical understanding of the philosophical and epistemological underpinnings and application of a range of methodological approaches;8. Critically evaluate different forms of research practice and research evidence as appropriate to their discipline; Cognitive skills <ol style="list-style-type: none">9. Critically evaluate complex theoretical and research areas of knowledge;10. Demonstrate their ability to reflect, think logically, critically analyse abstract concepts and communicate outcomes effectively;11. Synthesise information in a critically aware manner utilising emergent knowledge and processes;12. Demonstrate conceptual understanding and the ability to critically evaluate research;13. Demonstrate an ability to conduct research and advanced scholarship using appropriate methodologies to produce high quality, innovative research outcomes;14. Demonstrate the ability to critically engage in reflective practice and show initiative and originality in problem solving; Performance and Practice <ol style="list-style-type: none">15. Provide evidence of their ability to act autonomously in critically reflecting on, planning, implementing and evaluating tasks relating to innovative pedagogical practice in their professional context.16. develop independent learning abilities at an advanced level;17. be skilled in using evidence to support arguments;18. communicate ideas and arguments effectively to others;
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		<p>19. enhance their time management skills, work to deadlines and prioritise tasks;</p> <p>20. manage the overall design,</p> <p>21. critically reflect upon their personal and professional competence as a researcher.</p> <p>Personal and Enabling skills</p> <p>22. enhance their interpersonal and teamwork skills;</p> <p>23. demonstrate the ability to identify, reflect on, critically analyse and modify professional practice and related academic theory that supports the lifelong learning potential of those working in educational settings;</p> <p>24. conduct research, self-reflection, academic review and change management in a manner that embraces the complexities and issues governing good practice in pedagogy;</p> <p>25. plan, design, implement, reflect on, evaluate and communicate in an autonomous manner, exercising initiative and personal responsibility in professional practice.</p>
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24	<p>Programme structure and module requirements</p>	<p>Students successfully completing 60 FHEQ Level 7 credits may be awarded the Postgraduate Certificate. A Postgraduate Certificate may be completed in one year part-time.</p> <p>Students successfully completing 120 FHEQ Level 7 credits may be awarded the Postgraduate Diploma. This may be completed in two academic years.</p> <p>Students successfully completing all 180 FHEQ Level 7 credits will be awarded the MA in Education: Pedagogy. This may be completed in two academic years.</p> <p>FHEQ Level 7:</p> <table border="1" data-bbox="523 779 1540 1753"> <thead> <tr> <th>Code</th> <th>Title</th> <th>No. of credits</th> <th>Sem of delivery</th> <th>Module status (core, option)</th> </tr> </thead> <tbody> <tr> <td>PDG7001</td> <td>Investigating Pedagogy</td> <td>30</td> <td>Semester 1</td> <td>Core for PGCert, PGDip & MA</td> </tr> <tr> <td>PDG7002</td> <td>Research Methods and Evidence-Informed Practice</td> <td>30</td> <td>Semester 2</td> <td>Core for PGDip & MA, Option for PGCert</td> </tr> <tr> <td>PDG7010</td> <td>Leading Learning: Pedagogical Principles</td> <td>30</td> <td>Semester 2</td> <td>Core for PGDip & MA, Option for PGCert</td> </tr> <tr> <td>PDG7011</td> <td>Academic Paper and Conference Presentation</td> <td>60</td> <td>Semester 2</td> <td>Core for MA</td> </tr> <tr> <td>PDG7003</td> <td>Addressing Literacy Across the Curriculum</td> <td>30</td> <td>Semester 1</td> <td>Option for PGDip & MA</td> </tr> <tr> <td>PDG7004</td> <td>Innovation to Enhance Mathematical Learning</td> <td>30</td> <td>Semester 1</td> <td>Option for PGDip & MA</td> </tr> <tr> <td>PDG7012</td> <td>The Purpose and Value of Religious Education</td> <td>30</td> <td>Semester 1</td> <td>Option for PGDip & MA</td> </tr> <tr> <td>PDG7006</td> <td>The Purpose and Value of Science Education</td> <td>30</td> <td>Semester 1</td> <td>Option for PGDip & MA</td> </tr> <tr> <td>PDG7007</td> <td>Dyslexia in the Classroom</td> <td>30</td> <td>Semester 1</td> <td>Option for PGDip & MA</td> </tr> <tr> <td>PDG7013</td> <td>Inclusive Practice in Education</td> <td>30</td> <td>Semester 1</td> <td>Option for PGDip & MA</td> </tr> <tr> <td>PDG7009</td> <td>Pedagogical Issues in Practice</td> <td>30</td> <td>Semester 1</td> <td>Option for PGDip & MA</td> </tr> </tbody> </table>	Code	Title	No. of credits	Sem of delivery	Module status (core, option)	PDG7001	Investigating Pedagogy	30	Semester 1	Core for PGCert, PGDip & MA	PDG7002	Research Methods and Evidence-Informed Practice	30	Semester 2	Core for PGDip & MA, Option for PGCert	PDG7010	Leading Learning: Pedagogical Principles	30	Semester 2	Core for PGDip & MA, Option for PGCert	PDG7011	Academic Paper and Conference Presentation	60	Semester 2	Core for MA	PDG7003	Addressing Literacy Across the Curriculum	30	Semester 1	Option for PGDip & MA	PDG7004	Innovation to Enhance Mathematical Learning	30	Semester 1	Option for PGDip & MA	PDG7012	The Purpose and Value of Religious Education	30	Semester 1	Option for PGDip & MA	PDG7006	The Purpose and Value of Science Education	30	Semester 1	Option for PGDip & MA	PDG7007	Dyslexia in the Classroom	30	Semester 1	Option for PGDip & MA	PDG7013	Inclusive Practice in Education	30	Semester 1	Option for PGDip & MA	PDG7009	Pedagogical Issues in Practice	30	Semester 1	Option for PGDip & MA
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25	<p>Work placements or study abroad</p>	<p>The MA is a practitioner-based programme.</p>																																																												
26	<p>Links to industry and employability</p>	<p>A significant number of students on the MA in Education programmes are appointed to middle and senior leadership positions during the second year of the programme and the subsequent year.</p>																																																												



		<p>In 2015-16, approximately 35% students in achieved internal or external promotion of this nature. In feedback, both informal and in student reflections in their dissertations, they acknowledge the impact that engagement in Level 7 study has had on their confidence to make presentations to staff, governors, parents and the wider community and their ability to articulate an argument. They also recognise the effect of the Masters programme on their interview skills and ability to perform in other parts of the selection process.</p> <p>Their reflective writing frequently refers to an increased sense of their professional identity and moral purpose as well as the critical and analytical skills they have developed throughout the programme. This supports their career development as does their engagement in practitioner research within their professional context which is closely linked to the institution's improvement priorities and enable them to contribute to institutional or organisational strategic development and the leadership of change, at a classroom level or whole-school. Therefore, recruitment will target aspiring middle leaders as well as those already holding such responsibilities and aspiring senior leaders with a focus on learning and teaching.</p>
27	Programme awards	<p>This programme conforms to the University Academic Regulations.</p> <p>Students successfully completing 60 FHEQ Level 7 credits may be awarded the Postgraduate Certificate. A Postgraduate Certificate may be completed in one year part-time.</p> <p>Students successfully completing 120 FHEQ Level 7 credits may be awarded the Postgraduate Diploma. This may be completed in two academic years.</p> <p>Students successfully completing all 180 FHEQ Level 7 will be awarded the MA in Education: Pedagogy. This may be completed in two academic years.</p>
PART 3 – TEACHING, LEARNING & ASSESSMENT		
28	Programme teaching and learning strategies	<p>Research - Enriched Teaching and Learning</p> <p>Research-enriched teaching and learning is embedded throughout the programme to more clearly convey how research can inform professional practice and external engagement. The staff team have a range of research interests: all are research-active, four have doctorates and the other three are engaged in doctoral study. Research Methods enables a more rigorous and detailed study of research methodology and methods to inform the research enquiry from an early stage, maximising students' exposure to and engagement in research to assist them to achieve their potential. The learning outcomes are research focused and the modules have research-enriched content supported by the indicative bibliographies. The dissertation module is research based and includes an academic paper and a formal conference presentation to allow for depth and rigour in the written and oral presentation of the outcomes of the research enquiry.</p> <p>Teaching and Learning Methods</p>



		<p>The programme utilises a range of teaching and learning methods which include the following:</p> <ul style="list-style-type: none">• lectures• seminars• e-learning• independent study, utilising research skills and knowledge• tutorials• guided independent study• work based learning
29	Programme assessment strategy	<p>Strategy for Assessment</p> <ul style="list-style-type: none">• The purpose of assessment must be to aid the development of students and provide a means of diagnosing their levels of understanding and any difficulties. Assessment modes, both formative and summative, therefore, are an integral part of the process of learning. Assessment provides an indication that a student has achieved the intended learning outcomes of each module and provides information on which to base further learning.• The assessment strategy encompasses a range of assessment instruments that are both formative and summative. The assignment tasks are intended to develop theoretical understanding and practical skills to enhance practitioners' professional learning. The assessment strategy is designed around different types of course work including academic papers, the maintenance of learning journals, project logs, reflective journals, portfolios, the preparation of reports and planning and delivery of formal presentations. The assessment strategy for each module is designed to allow participants to demonstrate the extent to which they have met the intended learning outcomes of the specific modules.• The MA in Education: Pedagogy programme requires participants to engage as an active working group. This factor invites and encourages the sharing of knowledge and common searching to increase and develop that knowledge. Each participant, in dialogue with their respective tutors and critical friends, will receive feedback on their work relating to a change initiative. In tutorials, individuals will receive formative assessment of progress on their portfolios and their conduct of practitioner research. The Programme Director is responsible for the co-ordination of assessment feedback.• The assessment of assignments and the method of programme delivery are designed to ensure that participants receive continuous feedback on progress from the initial diagnostic writing task onwards. All assignments will be submitted through Turnitin.• Modules are assessed by a variety of methods which include: reflective journals, portfolios, presentations, position papers, academic papers, action-research, and practice-based studies. The forms of assessment evaluate learning whilst stimulating creativity, research expertise and communication skills. Every participant engages in a variety of

		<p>assessment exercises thereby gaining a breadth of understanding of the nature and value of assessment and evaluation in learning processes.</p> <p>The programme adheres to the University's policy of a three-week turnaround for feedback to students.</p>
PART 4 – UNIVERSITY SUPPORT		
30	Student support and guidance	<p>We have a dedicated Student Centre in the heart of the University. Our aim is to assist, guide and support students throughout their period of study. The Student Wellbeing Service provides personal 1-1 Counselling in addition to group workshops such as mindfulness.</p> <p>The Disability Service includes both physical disabilities and learning support such as Dyslexia. Mental Health Advisors and Mentors together with an on-site Health Centre. Our Student Life and Guidance Team includes; the Accommodation Services, Student Funding, Pastoral Care & Advice & Guidance. Each student is allocated a Personal Tutor who can assist with any academic advice and support with any personal issues.</p>
31	Quality management arrangements	<p>This programme aligns with the quality assurance requirements of St Mary's University through the following processes:</p> <ul style="list-style-type: none"> • Five yearly cycle of revalidation • Interim review for collaborative provision • System of Moderators for collaborative provision • Ongoing monitoring through the Programme Review process • Programme Boards • Consideration of marks and graduate profiles at Exam Boards • Engagement with programme student representatives • Engagement with approved external examiners