Course Specification

MSc Human Factors in Aviation - ECT113

Faculty of Engineering, Environment and Computing
School of Mechanical, Aerospace and Automotive Engineering
Academic Year: 2018/2019

Please note: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

We regularly review our course content, to make it relevant and current for the benefit of our students. For these reasons, course modules may be updated.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the Module Information Directory (MID), student module guide(s) and the course handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.
Contents
Introduction .............................................................................................................................................. 3
Part 1: Programme Specification for MSc Human Factors in Aviation....................................................... 4
  1 Available Award(s) and Modes of Study ............................................................................................. 4
  2 Awarding Institution/Body ................................................................................................................... 4
  3 Collaboration ...................................................................................................................................... 4
  4 Teaching Institution and Location of delivery ..................................................................................... 4
  5 Internal Approval/Review Dates ......................................................................................................... 4
  6 Programme Accredited by .................................................................................................................. 4
  7 Accreditation Date and Duration ........................................................................................................ 4
  8 QAA Subject Benchmark Statement(s) and/or other external factors ................................................. 4
  9 Date of Programme Specification ....................................................................................................... 4
 10 Programme Manager/Course Tutor .................................................................................................. 4
 11 Educational Aims of the Programme ................................................................................................ 5
  12 Intended Learning Outcomes ........................................................................................................... 5
      12.1 Knowledge and Understanding .................................................................................................. 6
      12.2 Cognitive (thinking) skills ........................................................................................................... 6
      12.3 Practical skills ............................................................................................................................ 7
      12.4 Transferable skills ...................................................................................................................... 7
 13 Programme Structure and Requirements, Levels, Modules, Credits and Awards ............................. 8
      13.1. Programme structure ................................................................................................................ 8
      13.2. Modules .................................................................................................................................... 8
      13.3. Course content and structure .................................................................................................... 9
 14 Support for Students and their Learning ......................................................................................... 10
 15 Criteria for Admission ..................................................................................................................... 12
 16 Method for Evaluating and Enhancing the Quality and Standards of Teaching and Learning ......... 12
 17 Regulation of Assessment ............................................................................................................. 13
 18 Indicators of Quality and Standards ............................................................................................... 13
 19 Additional Information .................................................................................................................... 14
 21 Curriculum map .............................................................................................................................. 15
 22 Capabilities (skills) map ................................................................................................................... 16
Introduction

This document outlines a degree at Masters level in Human Factors in Aviation targeted at personnel involved in the operational aspects of the aviation industry. The MSc is informed by the academic and professional disciplines of Ergonomics, Human Factors and Occupational Psychology, and provides a thorough introduction to the field of human factors in an aviation context. The programme builds upon the vast experience of staff in EEC who have expertise in human factors, ergonomics and occupational psychology in the aviation industry, and other high risk, technologically complex industries.

The programme is a distance learning course (a distinctive feature) delivered on a part-time basis. This approach offers delegates the opportunity to study towards a professional qualification whilst also continuing in employment. The programme is designed for both home and international students who already possess an undergraduate degree in a cognate, medical or engineering discipline, and who are engaged in the aviation or aeronautical industry. It is anticipated that most candidates will take two years to complete the degree.

The programme involves modules providing a theoretical basis for the study of human factors in aviation, followed by further modules which demonstrate the application of these concepts in aspects of aviation operations. A distinctive aspect of the programme is that delegates are introduced to Human Factors research design, measurement and statistical analysis techniques within each module, rather than having a dedicated module to this topic. This allows a more focussed approach to be used for individual techniques and enables it to be illustrated in its applied context. After completion of the taught component, students undertake an industry relevant research thesis in order to be eligible for the award of MSc.
1 Available Award(s) and Modes of Study

<table>
<thead>
<tr>
<th>Title of Award</th>
<th>Mode of attendance</th>
<th>UCAS Code</th>
<th>FHEQ Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc Human Factors in Aviation</td>
<td>Part-time and distance learning only</td>
<td>N/A</td>
<td>7</td>
</tr>
<tr>
<td>Fall back awards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postgraduate Diploma Human Factors in Aviation</td>
<td></td>
<td>N/A</td>
<td>7</td>
</tr>
<tr>
<td>Postgraduate Certificate Human Factors in Aviation</td>
<td></td>
<td>N/A</td>
<td>7</td>
</tr>
</tbody>
</table>

2 Awarding Institution/Body

Coventry University

3 Collaboration

Not Applicable

4 Teaching Institution and Location of delivery

Coventry University, Faculty of Engineering, Environment and Computing
Delivery will be via Distance Learning

5 Internal Approval/Review Dates

Date of approval – March 2014
Date for next review – Academic Year 2019-2020

6 Programme Accredited by

The European Association for Aviation Psychology as an accredited course leading to Certification as a European Human Factors Specialist in Aviation/Aviation Psychology, for appropriately qualified members of EAAP.

7 Accreditation Date and Duration

September 2015 – ongoing (as of February 2018).

8 QAA Subject Benchmark Statement(s) and/or other external factors

Criteria developed by the European Association for Aviation Psychology and the Chartered Institute of Ergonomics and Human Factors have been utilised to inform the aims of the programme, and the intended learning outcomes.

9 Date of Programme Specification

March 2018
Date of last revision: 12th March 2018

10 Programme Manager/Course Tutor

Dr Rebecca Grant
11 Educational Aims of the Programme

The MSc in Human Factors in Aviation is designed to meet the Quality Assurance Agency’s criteria for a higher education qualification at level 7 (Master's level) on Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014). The MSc in Human Factors in Aviation is informed by the academic and professional disciplines of Ergonomics, Human Factors and Occupational Psychology. On successful completion of the programme students will be able to:

1. Critically apply knowledge of the principles of Human Factors through the systematic investigation of complex issues to produce safe, efficient and cost-effective solutions in the aviation/aerospace industry
2. Apply Human Factors theories to practical case studies in which aviation-related scenarios are analysed
3. Critically evaluate research findings and theories in the area of Aviation Human Factors
4. Successfully complete an independently conducted research project in a subject area of Human Factors in Aviation
5. Demonstrate the skills and qualities required of a Human Factors professional (e.g. demonstration of ethical and legal considerations; critical reflection and personal responsibility) in the safety-critical aviation environment.

12 Intended Learning Outcomes

The Quality Assurance Agency’s 2014 Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (p. 28) states that: ‘Master's degrees are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
  - to evaluate critically current research and advanced scholarship in the discipline
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility
  - decision-making in complex and unpredictable situations
  - the independent learning ability required for continuing professional development’.

This programme will satisfy the requirements of the QAA for study at this level.
12.1 Knowledge and Understanding
On successful completion of the MSc programme a student should be able to demonstrate knowledge and understanding of:

KU1 Theoretical principles of Human Factors as applied in an aviation/aerospace context
KU2 Human Factors methodologies and analysis techniques
KU3 The relevance of theory and research to professional practice in Human Factors in aviation
KU4 Human Factors research relevant to the field of aviation

<table>
<thead>
<tr>
<th>Teaching and Learning methods used</th>
<th>Assessment methods used</th>
</tr>
</thead>
<tbody>
<tr>
<td>KU1-KU4</td>
<td>Online distributed course materials, online asynchronous bulletin-board based discussion groups, structured activities, quizzes, guided reading, synchronous webinars, podcasts, videos, remote access to journal articles, book chapters and e-books, one-to-one guidance and supervision. As the programme is distance learning, these methods will form the guided study content of the modules.</td>
</tr>
</tbody>
</table>

12.2 Cognitive (thinking) skills
On successful completion of the MSc programme a student should be able to:

CS1 Systematically evaluate and select appropriate principles and techniques for effective performance and safety interventions in an aviation context using the principles of Human Factors

CS2 Critically evaluate research findings from the domain of Human Factors in aviation

CS3 Synthesise information from a range of data and information sources to demonstrate a coherent understanding between theory and practice

<table>
<thead>
<tr>
<th>Teaching and Learning methods used</th>
<th>Assessment methods used</th>
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</thead>
<tbody>
<tr>
<td>CS1-CS3</td>
<td>Online distributed course materials, online asynchronous bulletin-board based discussion groups, structured activities, quizzes, guided reading, synchronous webinars, podcasts, videos, remote access to journal articles, book chapters and e-books, one-to-one guidance and supervision. As the programme is distance learning, these methods will form the guided study content of the modules.</td>
</tr>
</tbody>
</table>
### 12.3 Practical skills

On successful completion of the MSc programme a student should be able to:

| PS1 | Select, apply and critically appraise tools and techniques of analysis and design appropriate to the subject area |
| PS2 | Evaluate and apply research findings to professional practice |
| PS3 | Produce professional reports based on theoretical concepts and knowledge in line with professional reporting standards in human factors |
| PS4 | Demonstrate appropriate planning, execution and presentation of an independent research project in a chosen area |

<table>
<thead>
<tr>
<th>Teaching and Learning methods used</th>
<th>Assessment methods used</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS1 – PS4</td>
<td>Online distributed course materials, online asynchronous bulletin-board based discussion groups, structured activities, quizzes, guided reading, synchronous webinars, podcasts, videos, remote access to journal articles, book chapters and e-books, one-to-one guidance and supervision. As the programme is distance learning, these methods will form the guided study content of the modules.</td>
</tr>
</tbody>
</table>

### 12.4 Transferable skills

On successful completion of the MSc programme a student should be able to:

| TS1 | Work independently and with others (using remote communication media) to complete tasks effectively |
| TS2 | Communicate effectively using a variety of media |
| TS3 | Use appropriate self-management strategies to organise study time and academic workload |
| TS4 | Analyse, synthesise and summarise numerical and verbal information |
| TS5 | Approach problem solving in a systematic way |

<table>
<thead>
<tr>
<th>Teaching and Learning, and Assessment methods used</th>
</tr>
</thead>
<tbody>
<tr>
<td>TS1 – TS5</td>
</tr>
</tbody>
</table>
13 Programme Structure and Requirements, Levels, Modules, Credits and Awards

13.1. Programme structure
All EEC Faculty taught Masters programmes have been constructed to comply with the University's Taught Postgraduate Modular Framework, based on 180 CATS credits (90 ECTS credits). The taught modules on EEC Faculty Masters programmes are all specified at M-level and are based mainly on module sizes of 1.5 units (15 CATS or 7.5 ECTS credits). The programmes have an explicit Masters research thesis. This programme has eight 15 credit modules, and a research thesis module at 60 credits.

The teaching and learning strategy for this programme utilises a modular approach. Details of the modules included in this programme are shown in the following table. This includes their credit value and any pre-requisites. The mapping of individual modules to the intended programme learning outcomes is provided in section 21.

The MSc Human Factors in Aviation is offered part-time over a minimum of two years on a distance learning, modular basis. It is expected that most students will complete the programme in two years, however in line with University regulations for a two year programme, students can be registered for a maximum of five years.

13.2. Modules
The programme includes modules providing a theoretical basis for the study of human factors in aviation, followed by further modules which demonstrate the application of these concepts in aspects of aviation operations. After completion of the taught component, students undertake an industry-related research thesis in order to be eligible for the award of MSc.

To obtain an MSc in Human Factors in Aviation, students must complete the following modules:

TAUGHT COMPONENT (120 credits). Each taught module is 15 credits.

- Human Information Processing in Aviation
- Decision Making and Error in Aviation
- Flight Deck Design
- Selection. Stress and Stressors
- Training and Simulation
- Critical Literature Review
- Crew Resource Management
- Human Factors and Safety Management

Human Factors research methods, measurement, and statistical analysis techniques are included within each taught module.

RESEARCH COMPONENT (60 Credits).

- Human Factors Research Thesis
### 13.3. Course content and structure

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module title – all modules are M-level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>M17AAE</td>
<td>Human Information Processing in Aviation</td>
<td>15</td>
</tr>
<tr>
<td>M13AAE</td>
<td>Decision Making and Error in Aviation</td>
<td>15</td>
</tr>
<tr>
<td>M14AAE</td>
<td>Flight Deck Design</td>
<td>15</td>
</tr>
<tr>
<td>M18AAE</td>
<td>Selection, Stress and Stressors</td>
<td>15</td>
</tr>
<tr>
<td>M19AAE</td>
<td>Training and Simulation</td>
<td>15</td>
</tr>
<tr>
<td>M11AAE</td>
<td>Critical Literature Review</td>
<td>15</td>
</tr>
<tr>
<td>M12AAE</td>
<td>Crew Resource Management</td>
<td>15</td>
</tr>
<tr>
<td>M16AAE</td>
<td>Human Factors and Safety Management</td>
<td>15</td>
</tr>
<tr>
<td>M15AAE</td>
<td>Human Factors Research Thesis</td>
<td>60</td>
</tr>
</tbody>
</table>

**Please note:**
- All modules on ECT113 are mandatory.
- There are no pre-requisites on the taught modules.

The modules will be delivered on an annual cycle. The programme will deliver a single module in each half semester delivery block. Students will complete one module at a time. The below table is a typical delivery pattern for Year 1 and Year 2 of the course. Exact module dates/order will be provided at the start of the academic year.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 credits in total across 6 modules</td>
<td>2 modules (30 credits in total)</td>
<td>2 modules (30 credits in total)</td>
<td>2 modules (30 credits in total)</td>
</tr>
<tr>
<td></td>
<td>One module will be delivered each half of the semester.</td>
<td>One module will be delivered each half of the semester.</td>
<td>One module will be delivered each half of the semester.</td>
</tr>
<tr>
<td></td>
<td>M17AAE M13AAE</td>
<td>M14AAE M18AAE</td>
<td>M19AAE M11AAE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 credits in total across 3 modules</td>
<td>2 modules (30 credits in total)</td>
<td>1 module (research project) (60 credits)</td>
<td></td>
</tr>
</tbody>
</table>
One module will be delivered each half of the semester

M12AAE
M16AAE

+ Thesis topic selection

NB: students are encouraged to engage in thesis topic discussions during Year 1

The module will run throughout the two semesters M15AAE

**Fallback awards**

All students will be registered on the MSc and expected to complete the required credits for consideration of this award. However, students who achieve the 120 credits will be offered a Postgraduate Diploma Human Factors in Aviation. Students who achieve 60 credits will be offered a Postgraduate Certificate Human Factors in Aviation.

Neither the Postgraduate Diploma Human Factors in Aviation nor the Postgraduate Certificate Human Factors in Aviation are accredited by a professional body.

**14 Support for Students and their Learning**

**Induction**

Students complete an induction programme in the week preceding the beginning of their enrolment period. The induction session will be provided in a distance learning format and tailored as appropriate to part time and distance learning students. The aim of the induction is to familiarise new students with the structure and operation of their programme, and the wider facilities of the University. All students are given access to the MSc Human Factors in Aviation course Moodle web which holds a comprehensive amount of documentation and guidance. As part of the induction process, all students are directed to an online student handbook and a course handbook which provides key information. The induction is a mandatory part of the programme.

**Student support**

A comprehensive support and guidance system exists for all postgraduate students within the Faculty of Engineering, Environment and Computing. Support is available via Course Directors, who are available to advise students on academic and pastoral issues. Times that the Course Director is available to discuss issues with students are shown on course Moodle webs. Module Leaders are available to offer support at module level. Again, module leaders advertise their contact times on module Moodle webs. As a distance learning course this support is usually offered via telephone, email and Skype, although should a student wish to visit the University to discuss any issues this can be arranged. Outside of office hours, you can also email any member of academic staff.
Prior to the commencement of the master’s project, individual supervisors with appropriate expertise or research experience are assigned to each student, this process is managed by the Module Leader of the research project module.

The Faculty Registry team support students throughout their studies, providing information and guidance on the rules and procedures that affect academic progress. Faculty Registry can help deal with problems such as issues with academic life and help students to understand the University’s academic processes and regulations. Faculty Registry have a detailed understanding of the curriculum structures and other specialist support that is available to students within the University. Students can contact Registry staff via the Reception desks in the EEC building Monday – Friday from 0830 – 1700 or by email FacultyRegistry.eec@coventry.ac.uk at any time and this will be passed to each student’s dedicated course support team to respond to.

The Faculty Learning Support Co-ordinators and Learning Support Tutors work closely with the Disabilities Office in the Hub and Course Teams within the Faculty. Reasonable adjustments will be made for students with disabilities who have registered with the University as requiring additional support with their studies. The University has an excellent record on widening access and welcomes students from all backgrounds and neighbourhoods with low participation in higher education.

Whilst distance learning is the delivery mode, the physical student facilities available to EEC students are also available to students registered on this course should they wish to use them (e.g. use of physical books in the library, open-access computing facilities in the Engineering, Environment and Computing Building and in the library). Students will require a University ID card to access the campus buildings.

Students have access to a Maths Support Centre called SIGMA based in the library. The Centre for Academic Writing (CAW) can also provide support on topics ranging from how to organise an academic argument to improving grammar and sentence structure. The support centres will accommodate the needs of distance learning students where possible/appropriate.

The university provides support for students’ health and wellbeing which includes a Medical Centre, Spirituality and Faith Centre, Counselling and Mental Health Services, Sports and Recreational Centre and a Nursery. The Student's Union also provide recreational facilities and support and advice for students. International Students may obtain further help from the student welfare team in the International Student Centre. There is a careers service where qualified consultants are available to help students think about the issues they face as they move through University studies and prepare for employment.

All postgraduate students are also eligible to enrol and be a part of the Global Leaders Programme (GLP) http://www.coventry.ac.uk/study-at-coventry/student-support/enhance-your-employability/global-leaders-programme/ This is an initiative focussed on better preparing Coventry University’s postgraduate students to become the leaders of tomorrow in their chosen fields and to further develop a global mind set. It is noted that at present the GLP requires attendance at its events on campus.

Computing requirements

As the course is delivered via distance learning, students will be required to provide their own computing hardware (e.g. personal computer) and software (e.g. the use of the Microsoft Office® suite (or equivalent), and a portable document format (PDF) reader.). The teaching team will provide core course materials via the university’s virtual learning environment and intranet portals. To access these environments, students will require a broadband internet connection. Access to library resources and
other university information are via these online environments and portals. The programme will also make use of open-source/freely available software for other activities e.g. web conferencing, and students will need to be able to access this software on their personal computers.

15 Criteria for Admission
The criteria for entry are;

All students on the MSc Human Factors in Aviation must normally have;

- An honours degree 2:2 or above (or an equivalent international qualification), in a cognate, medical, or engineering discipline

and

- Involvement in the operational aspects of the aviation industry

Applicants who do not meet the criteria above, but have professional qualifications and relevant experience will be considered for entry on an individual basis. Applicants with undergraduate degrees in other disciplines will be reviewed on a case by case basis.

Applicants for whom English is not their first language must also be able to demonstrate IELTS 6.5 at the start of the programme.

The general requirements are in line with University Policy.

16 Method for Evaluating and Enhancing the Quality and Standards of Teaching and Learning
The course is managed by the Mechanical, Aerospace and Automotive Engineering Board of Study of the Faculty of Engineering, Environment and Computing.

The Programme Assessment Board (PAB) for the Faculty of Engineering, Environment and Computing is responsible for considering the progress of all students and making awards in accordance with both the university and course-specific regulations.

The assurance of the quality of modules is the responsibility of the Boards of Study which contribute modules to the programme.

External Examiners report annually on the programme and their views are considered as part of the Course Quality Enhancement Monitoring report (CQEM).

Students are represented on the Student Forums, Boards of Study and Faculty Board, all of which normally meet two or three times per year. Student views are also sought through module and course evaluation questionnaires.
17 Regulation of Assessment

University policy requires the internal moderation of all assessments.

External Examiners are appointed for all named University awards. The role of the External Examiner at module level is to ensure that academic standards are in line with national norms for the subject. External Examiners undertake the moderation of assessment tasks, and view a representative sample of work for the modules for which they have responsibility. At programme level, External Examiners help to ensure fairness in the consideration of student progression and awards. They have the right to comment on all aspects of the assessment system and participate as full members of the assessment boards.

The pass mark for all modules is 40%. This overall module mark may comprise more than one component. The individual module descriptors give the precise pass criteria and the weighting of the component marks that contribute to the overall module mark.

Awards for Taught Master programmes may be made with Distinction or Merit (i.e. achievement of an average mark of at least 70% or 60% respectively).

18 Indicators of Quality and Standards

The following are key indicators of quality and standards:

- The programme has been designed in accordance with the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies for study at Masters level.
- The programme is accredited by the European Association for Aviation Psychology as an accredited course leading to Certification as a European Human Factors Specialist in Aviation/Aviation Psychology, for appropriately qualified members of EAAP.
- The authority of staff to deliver a high-quality postgraduate course in this domain is evidenced by their previous involvement in postgraduate course delivery and assessment, and external examining at postgraduate level.
- Core teaching team members are all part of the Human Systems Integration Group within EEC, and all have an international reputation in human factors. All members are actively involved in applied research and consultancy within the field. The team have a strong portfolio of industry-related research across aviation, transport, training and security, in addition to wider human factors areas such as emergency evacuation, human-machine interaction, and human-systems integration.
- Core members of the teaching team have achieved professional standing by recognised representative professional bodies within the human factors, ergonomics and psychology domains (i.e. Chartered Psychologists, Registered Occupational Psychologist, and Fellows of the Institute of Ergonomics and Human Factors).
- Where possible students will complete their human factors research thesis by undertaking an industry relevant research project.

In February 2015 the University successfully underwent a full Quality Assurance Agency (QAA) Higher Education Review and met the UK expectations in all four areas of judgement:

- The setting and maintenance of the academic standards of awards.
- The quality of student learning opportunities.
- The quality of the information about learning opportunities.
- The enhancement of student learning opportunities.
19 Additional Information

Key sources of information about the programme and student support can be found in:

- Student Handbook
- Course handbook
- Module Guides
- Moodle Course and Module webs
- Module Information Directory [https://webapp.coventry.ac.uk/MidWebNext/Main.aspx](https://webapp.coventry.ac.uk/MidWebNext/Main.aspx)
- EEC Student Portal [https://share.coventry.ac.uk/students/EC/Pages/Home.aspx](https://share.coventry.ac.uk/students/EC/Pages/Home.aspx)
- Coventry University Student Portal [https://share.coventry.ac.uk/students/Pages/Index.aspx](https://share.coventry.ac.uk/students/Pages/Index.aspx)

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the Module Information Directory (MID), student module guide(s) and the course handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.
### Curriculum map
Maps the programme intended learning outcomes against the modules

<table>
<thead>
<tr>
<th>Module codes</th>
<th>Knowledge and Understanding</th>
<th>Cognitive (Thinking) Skills</th>
<th>Practical Skills</th>
<th>Transferable Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KU1</td>
<td>CS1</td>
<td>PS1</td>
<td>TS1</td>
</tr>
<tr>
<td>M17AAE</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>M13AAE</td>
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<td>✓</td>
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<tr>
<td>M14AAE</td>
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<td>M15AAE</td>
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</tbody>
</table>
### 22 Capabilities (skills) map

Identifies the skills taught, practiced and assessed in each module.

<table>
<thead>
<tr>
<th>Module codes</th>
<th>Learning to Learn</th>
<th>Working with others</th>
<th>Problem Solving and Innovation</th>
<th>Numeracy</th>
<th>IT and Online Learning</th>
<th>Communication</th>
<th>Information Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>M17AAE</td>
<td>P</td>
<td>P</td>
<td>TPA</td>
<td>TPA</td>
<td>P</td>
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**Key:** T=Taught, P=Practiced, A=Assessed

The Code of Practice for Academic and Professional Skills Development requires that each of the capabilities be demonstrated at least once during the programme.
Capability Outlines (from the Code of Practice for Academic and Skills Development)

**Learning to Learn** – Students should be ready to accept responsibility for their own independent learning. They should also be able to reflect on their learning and appraise their capabilities and achievements. Students should also be able to identify their individual needs for effective learning.

**Working with Others** – Students should be able to work effectively as part of a group, and respect the dignity, rights and needs of others.

**Problem Solving and Innovation** – Students should be able to use problem-solving skills in a variety of practical situations. They should be able to demonstrate creativity, flexibility, perception, decisiveness, confidence and an awareness of values.

**Numeracy** – Students should be able to interpret, analyse and present numerical data.

**IT and Online Learning** – Students should be able to use computer-based systems for learning, communicating, collaborating with peers and tutors, and working with data.

**Communication** – Students should be able to communicate effectively in appropriate forms in a wide variety of situations.

**Information Management** – Students should be able to carry out research relevant to their field of study by retrieving and using information drawn from a variety of resources.