Masters in Teaching and Learning

Programme Specification

Faculty of Education, Law and Social Sciences
January 2012

Programme Specification
Masters in Teaching and Learning

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 advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found at www.bcu.ac.uk/elss , in the Module Specifications and in the Student Course Guide.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

Awarding Institution / Body:	**Birmingham City University**
Teaching Institution:	**Birmingham City University**
Interim Awards and Final Award:	**Masters in Teaching and Learning – 180 Level 7 credits**
Programme Title:	**Masters in Teaching and Learning**
Main fields of Study:	**Education**
Modes of Study:	**Part time**
Language of Study:	**English**
UCAS Code:	**n/a**
JACS Code:	

Professional Status of the programme (if applicable):

The programme aims to support teacher development in line with the Professional Standards for Teachers (TDA 2007) and the Teachers' Standards(DfE 2011).

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

Programme Philosophy and Aims

The philosophy underpinning the programme can be summarised as follows:

- MTL values and emphasises collaboration in the development of students' learning in order to maximise their impact on children and young people;

- MTL supports continuing improvement and rooted in a concept of partnership, which incorporates professional respect and promotes learning at all levels;

- MTL as a highly effective way of ensuring that teachers are supported and equipped to meet the current and future needs of their learners within the context of the workplace.

Programme Aims

This programme aims to enable students to:

- build on previous professional learning and workplace practice;

- take increasing responsibility for their own professional development through personalised and collaborative learning that draws appropriately on agreed content areas and workplace priorities;

- develop professional attributes, knowledge, skills and understanding together with practice-based enquiry skills in relation to the subject(s) and phase taught;

- develop skills of enquiry and the use of evidence, in relation to the impact of professional practice on the outcomes for learners within the work context;

- be at the forefront of professional practice in a specialist field in a subject, phase or aspect of teaching and be able to demonstrate effectiveness in enabling learners to make good progress;

- exhibit the characteristics of a confident and effective professional learner, able to stimulate and support a collaborative learning culture among immediate colleagues and within a wider professional community.

- become a proactive member of a wider group of experts in the chosen specialism.

Intended learning outcomes and the means by which they are achieved and demonstrated:

Intended learning outcomes	Learning, teaching, and assessment methods used
Knowledge and understanding	**Learning and teaching**
Students will be able to demonstrate:	The learning and teaching strategy that underpins the MTL applies across all learning outcomes and is designed to help the student become a more effective practitioner, with a positive impact on learning. The MTL seeks to integrate learning, teaching and experience, through:
• a command of the subject, specialism or curriculum area in relation to professional practice;	• Audit and action planning to identify personal, professional and organisational priorities.
• a systematic understanding of research, literature, national frameworks and practical knowledge in relation to the content areas, drawn on appropriately to develop their practice.	• Active professional learning, using case studies and work-based assignments designed to support critical reflection on professional practice.
Intellectual / cognitive skills	• Gathering workplace evidence in a variety of ways, in order to analyse and evaluate professional practice.
Students will be able to demonstrate that they can:	• Alternative ways of looking at events and circumstances, prompting thinking towards alternatives for future practice.
• draw on and critique a knowledge base;	• Group tutorials and support from colleagues and a university tutor, to mediate and support learning within the working context.
• examine relevant research methodologies and ethical considerations, analyse workplace evidence gathered using suitable and well-justified data collection methods and discuss implications for future practice.	• Guided reading, supported self-study, independent study and research.
Practical / research skills	• Collaborative approaches to support and encourage students in their professional development, and ensure impact on organisational priorities.
Students will be able to demonstrate that they can:	• Individual tutorials to support the development of knowledge, understanding and skills, and enable the review and monitoring of progress.
• identify personalised and collaborative professional learning needs;	• Information and Communication Technology (ICT) and e-learning, including word processing, databases, internet communication, information retrieval and on-line searches.
• undertake critical and analytical enquiry into their professional practice using appropriate research and data collection methods.	• Use of a virtual learning environment (VLE) to facilitate the exchange of ideas and information, and provide access to specific resources and activities.

Transferable / key skills	Assessment methods
Students will be able to apply: • development of professional attributes, knowledge, skills and understanding in their practice to support consistently effective teaching and increasingly positive impact on the learners they teach; • self-direction and originality in tackling and solving problems, and act both independently and collaboratively in planning and implementing tasks at a professional level.	An audit of professional practice leading to an action plan at the start of each module assignment, which will also be used with tutors to monitor and evaluate progress. At **Stage 1** students new to master's study will be encouraged to take introductory modules designed to develop critical reflection and enquiry skills. This will involve: • reflecting critically on aspects of professional practice to date, combining a portfolio of evidence with a reflective account; • carrying out a small-scale enquiry, gathering workplace evidence using appropriate research tools, relating findings to relevant literature. Some students, guided by a tutor, may wish to take enquiry modules drawn from those offered at Stage 2. At **Stage 2** students will carry out further practice-based enquiries within the chosen content areas of each module. They will be expected to choose from a range of appropriate data collection methods and evidence, which might include: interviews, observations, diaries, surveys and assessment data. Students will also be expected to disseminate findings to colleagues in support of professional and organisational development, choosing an appropriate format. At **Stage 3** students will carry out an extended professional practice enquiry, incorporating: • aims and intentions of the enquiry; • presentation of a draft proposal to tutor and colleagues/peers; • literature review; • methodological issues and considerations; • ethical issues and considerations; • collection of workplace evidence using appropriate research methods; • analysis of evidence and dissemination of findings in an appropriate form. Students will also evaluate the impact of their enquiry and dissemination of findings on workplace practice at individual, departmental and institutional levels.

Programme structure and requirements, levels, modules, credits and awards

Stage 1	Introductory Modules:	
(60 Credits) Leading to PGCert in Education	This module provides an opportunity for critical reflection on workplace practice and can be linked to programmes for newly-qualified teachers: • Reflecting on professional practice (15/30 Credits) This module provides an introduction to research methods through a workplace enquiry: • Developing professional enquiry skills (15/30 Credits)	*Introductory modules are optional, but highly recommended for those new to master's level study. Students may choose, with guidance, one of these modules at 30 credits, both modules at 15 credits or both modules at 30 credits, depending on their study needs and previous experience.*
	One or two 30 credit modules from Stage 2 below. It is also possible for students to choose a module (taught or flexible) from the MA Education programme at this point.	
Stage 2	A further two 30 credit modules from…	
(60 Credits) Leading to PGDip in Teaching and Learning	**Enquiry modules:** These modules are based in the workplace, aligned to personal, professional and institutional development priorities, with tutor guidance: • Teaching and learning, personalisation and assessment for learning (30 credits) • Subject knowledge and curriculum development (30 credits) • Learner development and inclusion (30 credits) • Leadership and management, working with others (30 credits)	
Stage 3 (60 Credits) Leading to Masters in Teaching and Learning	**Professional Practice Enquiry** (60 Credits) including proposal stage and dissemination to workplace colleagues.	

Most students will complete their MTL in three years. The mode of study is part-time, aimed at professionals with strong study skills, with a major emphasis on independent and collaborative learning in the workplace.

Support for Learning including Personal Development Planning (PDP)

Students are expected to complete an audit of their professional skills and an action plan based on this at the start of each module (see above). This personal development planning is informed by individual, departmental and institutional priorities and guided by the student's tutor, enabling the student to identify their professional development needs in their school context.

Students will be supported and guided in the workplace through tutor input and collaboration with colleagues. They will also be encouraged to use initiative and self-direction in the identification of key areas for continued professional development.

The University's library provides books, journals, audio-visual, CD Rom and Internet access materials on all aspects of education. The digital library is an additional resource which will enable students to access important material. All students will be able to access Moodle, the University's VLE. This enables them to read and download important course documentation, module materials and to receive support online.

Students will have access to networked computer rooms which have a range of software, Internet and Email facilities. All students will receive their University email address as soon as they enrol on the course and this will enable them to communicate electronically with tutors and administrative staff.

The Centre for Academic Success will provide support for students, where needed, to prepare, develop and present their work to a high standard.

A range of support services including careers and study advice, counselling, health care, financial and legal advice will be available to all students enrolled. A child care facility in the form of a nursery is available on site.

Equal Opportunities Policy:
The course operates in accordance with the University's Equal Opportunities Statement. The admissions policy to the course is guided by SENDA legislation and students will be encouraged to discuss any individual needs they may have. The course team, supported by appropriate university departments and other agencies, strive to ensure that there is equality of opportunity for all applicants and entrants to the course.

Criteria for admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

Methods for evaluation and enhancement of quality and standards including listening and responding to views of trainees

Committees:
- Board of Studies
- Module and Progression Boards
- Faculty Academic Standards and Quality Enhancement Committee
- Learning and Teaching Committee
- Student Experience Committee
- Faculty Board
- Senate

Mechanisms for review and evaluation:
- Individual module evaluation by trainees, staff and, where appropriate, stakeholders
- Annual review of modules by module leaders
- Annual course evaluation reports and action plans
- Annual monitoring process
- Appraisal of teaching
- Individual performance reviews
- External examiners' comments and formal reports
- Students' representatives' feedback to Boards of Studies
- Consideration of the minutes of Boards of Studies by Student Experience Committee
- Approval and review and re-approval events
- National Student Survey
- Student Experience Survey
- Course Development Day