

**PGCert/PGDip/MA  
Education**

**PGDip/Masters  
in Teaching and Learning  
(MTL)**

**Programme Specifications**

**Faculty of Education, Law and Social Sciences  
School of Education  
December 2011**

# Programme Specification

## PG Cert/PG Dip/MA in Education

**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 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 (1) at <http://www.ed.bcu.ac.uk/education/docs/>, (2) in the Module Specifications and (3) 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.

<b>1</b>	<b>Awarding Institution / Body:</b>	<b>Birmingham City University</b>
<b>2</b>	<b>Teaching Institution:</b>	<b>Birmingham City University</b>
<b>3</b>	<b>Programme accredited by:</b>	<b>not applicable</b>
<b>4</b>	<b>Final Award:</b>	<b>PG Cert/PG Dip/MA</b>
<b>5</b>	<b>Programme Title:</b>	<b>PG Certificate in Education PG Diploma in Education MA in Education</b>
<b>6</b>	<b>Mode of Study:</b>	<b>Part time</b>
<b>7</b>	<b>Language of Study</b>	<b>English</b>
<b>8</b>	<b>UCAS Code:</b>	<b>This course does not recruit through UCAS.</b>

<b>9</b>	<b>Relevant subject benchmark statements and other external and internal reference points</b>
	This programme is mapped against the QAA Characteristics for Master's programmes.

<b>10</b>	<b>Aims of the programme</b>
	<p><b>The programme aims to provide learners with:</b></p> <ul style="list-style-type: none"> <li>the knowledge, skills and understanding they require to operate with increased effectiveness within the Education or Training sector through a flexible programme of study at level 7.</li> </ul> <p><b>The programme aims to:</b></p> <ul style="list-style-type: none"> <li>help students generate advanced knowledge, skills and understanding, building on previous professional learning;</li> <li>create a learning environment in which students will be both challenged and supported in the task of analysing, evaluating, modifying and reordering academic knowledge and understanding and/or professional practice in the ever-changing contexts in which they work;</li> <li>recognise the academic and/or professional status of its students and provide opportunities to construct a meaningful and relevant individual programme of study for each student;</li> <li>attract as wide a range of students as possible regardless of their age, gender, ethnic and/or religious background, race, social background, or sexual orientation;</li> <li>recognise and defend good practice within the teaching and learning environment;</li> <li>engage students with both theoretical and practical issues;</li> <li>encourage the incorporation of individual interests and original research into the programme of study and assessed work.</li> </ul>



- 11 **Intended learning outcomes and the means by which they are achieved and demonstrated: the programme provides learners with opportunities to develop and demonstrate knowledge and understanding, skills and other attributes as follows:**

### **Knowledge and understanding**

<p><b>Knowledge and understanding</b></p> <p>By the end of the course, students will have increased their knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• current issues in education and training including policy and curriculum developments, pedagogy, and educational management theory; organisation and management and theory of education;</li> <li>• how established techniques of research and enquiry are used to create and interpret knowledge in their field of study and/or professional context.</li> </ul>	<p><b>Teaching, learning and assessment methods used</b></p> <p><b>Teaching and learning:</b></p> <p>The teaching strategies adopted are intended to support a variety of learning styles, eg resource-based learning, negotiated learning, project-based learning and independent study. Approaches used will include:</p> <ul style="list-style-type: none"> <li>• lectures and other formal inputs, particularly when introducing new topics and specialist knowledge;</li> <li>• presentations by tutors with active student participation, in which significant topics of general interest can be explored with relatively large groups of students;</li> <li>• workshops and student-led seminars which facilitate group activity, answer questions and extend student thinking and investigation;</li> <li>• structured group tasks using a range of techniques to elicit ideas and information;</li> <li>• role play and simulation exercises;</li> <li>• the use of the Virtual Learning Environment (VLE) Moodle, video, audio and computer-based material;</li> <li>• individual and group tutorials;</li> <li>• independent study.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Negotiated assignments that require students to demonstrate their knowledge and understanding of an issue that is of academic and/or professional as well as personal significance.</li> <li>• Students undertaking research as part of their module are required to critically evaluate research methodologies.</li> </ul>
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## Skills and other attributes

<p><b>Intellectual / cognitive skills</b></p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• justify their choice of research focus and methodologies;</li> <li>• analyse complex issues as they relate to the fields of education and training and demonstrate the ability to make judgements or formulate proposals in a coherent manner;</li> <li>• clearly articulate links between theory and practice in relation to professional practice;</li> <li>• critically evaluate their findings in relation to the wider academic context.</li> </ul>	<p><b>Teaching, learning and assessment methods used</b></p> <p><b>Teaching and learning:</b> Lectures, seminars, tutorials, workshops, videos, student-led presentations, online activities and use of Moodle.</p> <p><b>Assessment:</b> A negotiated assignment, research project or dissertation that requires the student to demonstrate critical analysis of an issue of academic and/or professional significance.</p>
<p><b>Practical, research and independent learning skills</b></p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• critically evaluate research methodologies;</li> <li>• explore diverse literature in relation to their chosen topic;</li> <li>• show an awareness of ethical dilemmas likely to arise in research and professional practice;</li> <li>• demonstrate self-direction and originality in tackling and solving problems;</li> <li>• demonstrate creative skills within practical projects;</li> <li>• demonstrate subject specific skills related to the discipline under consideration within a module.</li> </ul>	<p><b>Teaching, learning and assessment methods used</b></p> <p><b>Teaching and Learning:</b> Lectures, seminars, tutorials, workshops, videos, student-led presentations, online activities and use of Moodle.</p> <p><b>Assessment:</b> A negotiated assignment, research project or dissertation that requires the student to demonstrate effective research skills and the ability to manage independent learning.</p>
<p><b>Transferable / key skills</b></p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate ability to engage, as appropriate, in professional and academic communication with others in the same field, orally and in writing;</li> <li>• employ appropriate principle of citing academic sources;</li> <li>• deal with complex issues systematically and creatively;</li> <li>• manage their continuing professional development effectively, working with other professionals within and outside the course;</li> <li>• demonstrate research skills.</li> </ul>	<p><b>Teaching, learning and assessment methods used</b></p> <p>These skills are embedded in the teaching and learning methods across the whole course and assessed at every stage within each module.</p> <p>Transferable skills are developed formatively within the taught sessions and throughout the induction process, for example, presentations regularly take place during taught sessions. Additionally, these skills are more formally assessed summatively at the end of each module. The Assessment Criteria for modules specify the relevant transferable skills.</p>

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

The structure of the programme, the modules, levels and credit ratings, and the awards which can be gained are shown below.

**NB: Not all modules will be available in any given year.**

**Stage 1** Students are required to achieve 60 credits or more from a combination of 15, 30 and 60 credit modules. All modules are at level 7. Inexperienced students will be guided towards the introductory Reflecting on Professional Practice and Developing Professional Practice modules at this stage,

Module number	Module name	Credit
	Reflecting on Professional Practice 1	15
	Reflecting on Professional Practice 2	30
	Developing Professional Enquiry Skills 1	15
	Developing Professional Enquiry Skills 2	30
	Current Issues in Education	30
	Management & Leadership in Education	30
	Managing Educational Improvement	30
	Change Management in Education	30
	Coaching & Mentoring in Education	30
	Teaching and Learning in Primary Design and Technology	30
	The Nature of Design and Technology in Primary Education	30
	Enhancing Professional Practice for Newly Qualified Teachers	30
	Enhancing Professional Practice 1	30
	Enhancing Professional Practice 2	60
	Research in Professional Practice 1	30
	Research in Professional Practice 2	60

**Award: Postgraduate Certificate in Education 60 credits**

**Stage 2** Students are required to achieve a further 60 credits (120 in total) from a combination of 15, 30 and 60 credit modules. All modules are at level 7.

Module number	Module name	Credit
	Reflecting on Professional Practice 1	15
	Reflecting on Professional Practice 2	30
	Developing Professional Enquiry Skills 1	15
	Developing Professional Enquiry Skills 2	30
	Current Issues in Education	30
	Management & Leadership in Education	30
	Managing Educational Improvement	30
	Change Management in Education	30
	Coaching & Mentoring in Education	30
	Teaching and Learning in Primary Design and Technology	30
	The Nature of Design and Technology in Primary Education	30
	Enhancing Professional Practice for Newly Qualified Teachers	30
	Enhancing Professional Practice 1	30
	Enhancing Professional Practice 2	60
	Research in Professional Practice 1	30
	Research in Professional Practice 2	60

**Award: Postgraduate Diploma in Education 120 credits**

**Stage 3** Students are required to achieve a further 60 credits by completing the Dissertation, which is at Level 7.

Module number	Module name	Credit
	Dissertation	60

**Award: MA in Education 180 credits**

### 13 Support for Learning including personal development planning (PDP)

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to those needs:

- the Course Guide, which gives information about the course, student entitlements and contact names and numbers;
- information about assessment, including the University Postgraduate Assessment Regulations and guidance for submission of assignments;
- reading lists and timetables for teaching;
- a dedicated area on the University virtual learning environment, Moodle;
- library induction and support at all stages of the programme for accessing electronic catalogues and inter-library loans;
- IT support in the open access computer rooms, student e-mail accounts and access to the Internet;
- tutorial support with writing assignments and feedback in order to improve weak or failed submissions;
- a guidance booklet for research and enquiry modules and the Dissertation supplements individual tutor support from a tutor with appropriate qualifications and experience;
- a dedicated course administrator who provides a point of first contact for individual enquiries and requests;
- the University Library provides books, journals and Internet resources. Induction and support are also available;
- guidance on choice of appropriate modules for your professional needs.

#### **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 candidates are 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.

### 14 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.

## 15 Methods for evaluation and improvement of quality and standards

### **Committees:**

- Board of Study
- Progression and Award Boards
- Faculty Academic Standards and Quality Enhancement Committee
- Faculty Board
- Senate

### **Mechanisms for review and evaluation:**

- Individual module evaluation by students, staff and, where appropriate, stakeholders
- Annual review of modules by module leaders
- Programme Annual Reviews and action plans
- Annual monitoring process
- Appraisal of teaching
- Individual Performance Reviews
- External Examiners' comments and formal reports
- Student representatives' feedback to Boards of Studies
- Consideration of the minutes of Boards of Study by Faculty Academic Standards and Quality Enhancement Committee
- and Faculty Board
- Approval and re-approval events
- Student Satisfaction Survey
- Annual course development days



## **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](http://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.

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

### **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
<p><b>Knowledge and understanding</b></p> <p>Students will be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• a command of the subject, specialism or curriculum area in relation to professional practice;</li> <li>• a systematic understanding of research, literature, national frameworks and practical knowledge in relation to the content areas, drawn on appropriately to develop their practice.</li> </ul> <p><b>Intellectual / cognitive skills</b></p> <p>Students will be able to demonstrate that they can:</p> <ul style="list-style-type: none"> <li>• draw on and critique a knowledge base;</li> <li>• 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.</li> </ul> <p><b>Practical / research skills</b></p> <p>Students will be able to demonstrate that they can:</p> <ul style="list-style-type: none"> <li>• identify personalised and collaborative professional learning needs;</li> <li>• undertake critical and analytical enquiry into their professional practice using appropriate research and data collection methods.</li> </ul>	<p><b>Learning and teaching</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• Audit and action planning to identify personal, professional and organisational priorities.</li> <li>• Active professional learning, using case studies and work-based assignments designed to support critical reflection on professional practice.</li> <li>• Gathering workplace evidence in a variety of ways, in order to analyse and evaluate professional practice.</li> <li>• Alternative ways of looking at events and circumstances, prompting thinking towards alternatives for future practice.</li> <li>• Group tutorials and support from colleagues and a university tutor, to mediate and support learning within the working context.</li> <li>• Guided reading, supported self-study, independent study and research.</li> <li>• Collaborative approaches to support and encourage students in their professional development, and ensure impact on organisational priorities.</li> <li>• Individual tutorials to support the development of knowledge, understanding and skills, and enable the review and monitoring of progress.</li> <li>• Information and Communication Technology (ICT) and e-learning, including word processing, databases, internet communication, information retrieval and on-line searches.</li> <li>• Use of a virtual learning environment (VLE) to facilitate the exchange of ideas and information, and provide access to specific resources and activities.</li> </ul>

<p><b>Transferable / key skills</b></p> <p>Students will be able to apply:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• self-direction and originality in tackling and solving problems, and act both independently and collaboratively in planning and implementing tasks at a professional level.</li> </ul>	<p><b>Assessment methods</b></p> <p>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.</p> <p>At <b>Stage 1</b> students new to master's study will be encouraged to take introductory modules designed to develop critical reflection and enquiry skills. This will involve:</p> <ul style="list-style-type: none"> <li>• reflecting critically on aspects of professional practice to date, combining a portfolio of evidence with a reflective account;</li> <li>• carrying out a small-scale enquiry, gathering workplace evidence using appropriate research tools, relating findings to relevant literature.</li> </ul> <p>Some students, guided by a tutor, may wish to take enquiry modules drawn from those offered at Stage 2.</p> <p>At <b>Stage 2</b> 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.</p> <p>At <b>Stage 3</b> students will carry out an extended professional practice enquiry, incorporating:</p> <ul style="list-style-type: none"> <li>• aims and intentions of the enquiry;</li> <li>• presentation of a draft proposal to tutor and colleagues/peers;</li> <li>• literature review;</li> <li>• methodological issues and considerations;</li> <li>• ethical issues and considerations;</li> <li>• collection of workplace evidence using appropriate research methods;</li> <li>• analysis of evidence and dissemination of findings in an appropriate form.</li> </ul> <p>Students will also evaluate the impact of their enquiry and dissemination of findings on workplace practice at individual, departmental and institutional levels.</p>
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## Programme structure and requirements, levels, modules, credits and awards

<p><b>Stage 1</b> (60 Credits) Leading to PGCert in Education</p>	<p><b>Introductory Modules:</b></p> <p>This module provides an opportunity for critical reflection on workplace practice and can be linked to programmes for newly-qualified teachers:</p> <ul style="list-style-type: none"> <li>• Reflecting on professional practice (15/30 Credits)</li> </ul> <p>This module provides an introduction to research methods through a workplace enquiry:</p> <ul style="list-style-type: none"> <li>• Developing professional enquiry skills (15/30 Credits)</li> </ul> <p><i>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.</i></p> <p>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.</p>
<p><b>Stage 2</b> (60 Credits) Leading to PGDip in Teaching and Learning</p>	<p>A further two 30 credit modules from...</p> <p><b>Enquiry modules:</b></p> <p>These modules are based in the workplace, aligned to personal, professional and institutional development priorities, with tutor guidance:</p> <ul style="list-style-type: none"> <li>• Teaching and learning, personalisation and assessment for learning (30 credits)</li> <li>• Subject knowledge and curriculum development (30 credits)</li> <li>• Learner development and inclusion (30 credits)</li> <li>• Leadership and management, working with others (30 credits)</li> </ul>
<p><b>Stage 3</b> (60 Credits) Leading to Masters in Teaching and Learning</p>	<p><b>Professional Practice Enquiry</b> (60 Credits) including proposal stage and dissemination to workplace colleagues.</p>

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