

Course Specification

Course Summary Information		
1	Course Title	Master of Educational Practice
2	Course Code	PT1656 / PT1658
3	Awarding Institution	Birmingham City University
4	Teaching Institution(s) (if different from point 3)	On-line
5	Professional Statutory or Regulatory Body (PSRB) accreditation (if applicable)	Not Applicable

6	Course Description
	<p>We recognise the importance of who, where and when; through practice-led enquiry you will be able to reveal the nuances of your own professional practice to enhance your understanding of what you do and why you do it. This will future-proof your career, enhancing your confidence to lead teams of colleagues.</p> <p>In common with all Master's degrees, it is made up of three stages: the postgraduate certificate (60 credits at level 7), the postgraduate diploma (a further 60 credits at level 7), the Master's (a further 60 credits at level 7). Progress onto the diploma and the Master's is dependent upon successful completion of the previous stage.</p> <p>To provide maximum flexibility, the course is available as individual stages leading to the relevant award. You can then enrol for the next stage to progress. Alternatively, you can enrol for the all-through version with one enrolment and progression on successful completion of the previous stage. Modules need to be completed within specified time frames. However, should you exit with either a PGCert or PG Diploma in order to have these partial awards counted towards the next stages Recognition of Prior Learning (RPL) must occur.</p> <p>Through the Recognition of Prior Learning (RPL) scheme for external partial awards or external credits gained students might be able to make a claim against certain modules to count towards academic credits to a maximum of 60 credits.</p> <p>What's covered in the course?</p> <p>The attractive aspect of this course is that it frees you up to gain a further qualification without giving up your job - that's because our course is delivered wholly online on a part-time basis using a blend of synchronous and asynchronous sessions. Much of the study time can be undertaken when it best suits you but you can access the expertise of our highly experienced tutors on a regular basis.</p> <p>This practice-based course is designed to support your professional learning and development as a practitioner in education. We only deliver this course online to groups of educators who work in a variety of educational settings.</p>

Since this course is centred on your professional practice, you'll enjoy the flexibility to choose the areas of research and study on which you wish to concentrate as you move through your career. The emphasis on contemporary online learning provides opportunities for a blended delivery format. Our staff will support and guide you through the clear and concise modular framework that will enhance your understanding and application of practice-led research methodologies. You'll be involved in action research and textual analysis of policy documents and there is a strong emphasis on practice-led enquiry.

The course supports continuing professional development rooted in a concept of partnership. This partnership is centred on professional respect and promotes learning at all levels. We value collaboration in the development of educators, to maximise your impact on the individuals' organisations and communities within which you work.

Through developing you as a professional focused on educational practice covering a variety of settings and contexts, our Master of Educational Practice will enable you to activate change and successfully meet new challenges and opportunities in your professional career. You'll build on your previous work and be able to take increasing responsibility for your own development within a wider professional community.

This online course provides access to e-resources, such as online eBooks and journals, and our virtual learning environment (Moodle). You will still have access to our campus facilities, including the Education Collection in the Mary Seacole Library at our City South Campus in Edgbaston.

Please note that completion of this course does not lead to Qualified Teacher Status (QTS).

7	Course Awards		
7a	Name of Final Award	Level	Credits Awarded
	<u>Separate Stages:</u> Postgraduate Certificate in Educational Practice Postgraduate Diploma in Educational Practice Master of Educational Practice	Level 7 Level 7 Level 7	60 credits 120 credits 180 credits
	<u>All-through:</u> Master of Educational Practice	Level 7	180 credits
7b	Exit Awards and Credits Awarded		
	<u>All-through:</u> Postgraduate Certificate in Educational Practice	Level 7	60 credits
	Postgraduate Diploma in Educational Practice	Level 7	120 credits
8	Derogation from the University Regulations		
	Not applicable		

9	Delivery Patterns		
Mode(s) of Study	Location(s) of Study	Duration of Study	Code(s)
Postgraduate Certificate in Educational Practice: Part Time / Distance	Online	1 Year	PT1652
Postgraduate Diploma in Educational Practice Part Time / Distance	Online	1 Year	PT1654
Master of Educational Practice: Part Time / Distance	Online	2 Years	PT1656
Master of Educational Practice (all-through) Part Time / Distance	Online	4 Years	PT1658

10	Entry Requirements
	The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk , or may be found by searching for the course entry profile located on the UCAS website.

11	Course Aims
	<p>The course aims to:</p> <ul style="list-style-type: none"> • Support your professional learning and development as an educational professional focused on educational practice covering a variety of settings and contexts • Extend your systematic understanding and critical awareness of current issues within educational practice • Enhance your understanding and application of practice-led research methodologies • Enable your application of research and enquiry to create and interpret knowledge in educational practice • Promote originality in the application of knowledge in educational practice • Recognise and validate professional practice from within situated workplace settings • Promote collaboration to maximise the impact of your professional practice in an educational context • Embrace change and the transformative nature of professional learning

12	Course Learning Outcomes
	Knowledge and Understanding
1	Demonstrate an understanding of key thinkers and theorists in the field of education and their application in a range of educational settings.
2	Critically evaluate your own professional learning and workplace experiences.
3	Be able to theorise contemporary education issues in order to think and apply alternatives in your future practice and in different settings.

4	Be a reflexive, critical, evaluative and innovative thinker in the field of education who is capable of independent enquiry and who takes responsibility for learning and professional practice.
	Skills and other attributes
5	Conceive, develop and investigate research questions within education using appropriate methods and adhering to ethical standards.
6	Be a confident, critical academic reader and writer at Level 7.
7	Be confident in your knowledge of research methodologies and methods.
8	Exhibit the characteristics of a confident and effective professional learner, able to stimulate and support a collaborative learning culture amongst immediate colleagues and within a wider professional community.
9	Make a positive contribution to learning, teaching, educational and organisational development within your role in education.
10	Recognise the role of educators and education as a tool for development and social justice in local and global society.

13	Level Learning Outcomes
	<i>Upon completion of the Postgraduate Certificate in Educational Practice, students will be able to:</i>
	Exercise initiative and personal responsibility.
	Make decisions in complex and unpredictable situations.
	Demonstrate the independent learning required for continuing professional development.
	<i>Upon completion of the Postgraduate Diploma in Educational Practice, students will be able to:</i>
	Deal with complex issues both systematically and creatively.
	Act autonomously in planning and implementing tasks at a professional or equivalent level.
	Continue to advance their knowledge and understanding.
	<i>Upon completion of the Master of Educational Practice, students will be able to:</i>
	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.
	Develop new skills to a high level.

14	Course Learning, Teaching and Assessment Strategy
	<p>The School of Education and Social Work's vision of what constitutes high quality learning and teaching is informed by the University's guiding principles for Learning, Teaching and Assessment.</p> <p>These guiding principles include:</p> <ul style="list-style-type: none"> • the pursuit of excellence by our students and by our staff; • a professional, practice-led, knowledge-applied experience for students; • maximising inter-professional and inter-disciplinary working; • an employability-driven and internationalised curriculum; and increasingly inclusive approaches to learning and teaching. <p>Typically, BCU graduates:</p> <ul style="list-style-type: none"> • are professional and work ready;

- are creative problem solvers;
- are enterprising; and have a global outlook.

Learning and teaching

- The School of Education and Social Work expects that all teaching and learning experiences should be part of a constructively aligned curriculum in which there is a clear and direct link between the intended learning outcomes, the teaching methods and materials utilised and the summative assessment.
- Teaching and learning will be research-informed.
- Learning should be an active rather than passive experience. An active approach to learning should be encouraged through group work, focussed practical tasks, live projects, problem-based learning, discussion and feedback. Students are encouraged to contribute to the community of learners.
- The learning and teaching experience will place the student at the core and deliver an approach that recognises the diversity and strengths of those individuals through formative learning opportunities and personal support.
- Learning outcomes and associated assessment design should be the focus of the planned student experience. The delivery pattern, size and shape of modules supports that focus, and does not constrain or define it.

Assessment and feedback

- Decisions about assessment design are based on up to date, accurate knowledge of sector requirements and common HE norms.
- Assessment will be based on clearly defined learning outcomes. No student should be assessed against a learning outcome that is not taught as part of the course.

Assessment design starts from the principle of 'inclusivity and success for all', with an aim of reducing the need for reasonable adjustments.

- Assessment design incorporates some level of choice for students in terms of assessment methods.
- Opportunities for students to receive, and be taught to understand the value of, feedback focussed on improving future performance is built into the assessment design.
- An emphasis on formative feedback will enable students to recognise how to apply key messages to future learning, supporting ipsative assessment (improving on personal best).
- Assessment, marking and feedback are viewed as vitally important learning and teaching activities within course delivery.

Specifically, the Master of Educational Practice is delivered through an online platform, supplemented and enhanced by:

- Flipped learning using online recorded lectures and online activities;
- Blended learning using real-time, online seminars and tutorials;
- Supported e-learning by a designated Personal Tutor;
- Collegiate support groups;
- Independent application of research and enquiry;
- Critically reflexive reading and writing;
- Critical academic enquiry.

	Course Requirements		
15a	Level 7: <i>In order to complete a Postgraduate Certificate in Educational Practice a student must successfully complete all the following:</i>		
	Module Code	Module Name	Credit Value
	EDU7420	Introducing Level 7 Study	20
	EDU7416	Becoming a Reflexive Educational Practitioner	40
	<i>In order to complete a Postgraduate Diploma in Educational Practice a student must also successfully complete all the following:</i>		
	Module Code	Module Name	Credit Value
	EDU7430	Evaluating Policy and Practice in Education	20
	EDU7429	Researching Education (Proposal)	40
	<i>In order to complete a Master of Educational Practice a student must also successfully complete the following:</i>		
	Module Code	Module Name	Credit Value
EDU7426	Practice-based Dissertation	60	

15b	Structure Diagram
Level 7:	
Year 1a PG Certificate	Year 1b PG Certificate
Introducing Level 7 Study	Becoming a Reflexive Educator
Year 2a PG Diploma	Year 2b PG Diploma
Evaluating Policy and Practice in Education	Researching Education (Proposal)
Years 3 and 4 Master's	
Dissertation	

Master of Educational Practice (MEP)

Postgraduate Certificate

Introducing Level 7 Study
20 credits
Module 1 Generic

Becoming a Reflexive Educator
40 credits
Module 2 MEP Companion

Postgraduate Diploma

Evaluating Policy and
Practice in Education
20 credits
Module 3 MEP
Companion

Researching Education (Proposal)
40 credits
Module 4 MEP Companion

Master's

Practice-based Dissertation
60 credits
Module 6 Generic

16 Overall Student Workload and Balance of Assessment

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Level 7: Workload

Postgraduate Certificate in Educational Practice

5% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	30 (synchronous teaching)

Directed Learning	270 (asynchronous learning)
Private Study	300
Total Hours	600

Postgraduate Diploma in Educational Practice

5% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	30 (synchronous teaching)
Directed Learning	270 (asynchronous learning)
Private Study	300
Total Hours	600

Master of Educational Practice

3% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	20 (synchronous teaching)
Directed Learning	280 (asynchronous learning)
Private Study	300
Total Hours	600

Balance of Assessment

Postgraduate Certificate in Educational Practice

Assessment Mode	Percentage
Coursework	100%
Exam	
In-Person	

Postgraduate Diploma in Educational Practice

Assessment Mode	Percentage
Coursework	100%
Exam	
In-Person	

Master of Educational Practice

Assessment Mode	Percentage
Coursework	100%
Exam	
In-Person	