Course Specification

Course Summary Information		
1	**Course Title**	Master of Arts in Education – Leadership in Learning
2	**Course Code**	PT1275
3	**Awarding Institution**	Birmingham City University
4	**Teaching Institution(s)** (if different from point 3)	N/A
5	**Professional Statutory or Regulatory Body (PSRB) accreditation** (if applicable)	N/A

6	**Course Description**
	The Masters award is available to ambassadors of the LDP (The LDP is the Leadership Development Programme). The LDP is a leadership programme, facilitated by Teach First colleagues that runs alongside the PGDE, which Teach First Participants engage with during their initial 2 years. The award is open to all participants who have completed the Teach First PGDE and includes two full academic years of teaching in a Teach First partner school. The Masters content builds on the structure and content of the LDP and the PGDE.

The Professional Practice Enquiry module is the culmination of your Masters in Leadership in Learning. It provides you with the opportunity to develop a systematic understanding of research, national and international frameworks, and practical knowledge in relation to your chosen area, and to develop your professional practice. You are encouraged to use self-direction and originality in pursuing your development focus through professional enquiry. The module provides you with opportunities to: act autonomously in designing and planning a master's level, practice-based enquiry; to investigate the relationships between theoretical, practical and research knowledge and to consider the actual and potential impact on practice. Your chosen development focus for the module will be based on personal, professional and subject/ phase priorities. It may build on work carried out in earlier modules, or address an entirely different or new aspect of professional practice. The expectation is that this work is underpinned by a leadership focus, which will demonstrate your skills as a leader and your ability to demonstrate impact in terms of the Fair Education Impact Goals as outlined below:

    1. Narrow the gap in literacy and numeracy at primary school

Attainment at age 11 is a strong predictor of later success at secondary school. We want to see pupils in low-income communities achieving at the same level as their more affluent peers in English and Maths by this age. We want to see this gap close 90% by 2022.

    2. Narrow the gap in GCSE attainment at secondary school

Pupils with eight or more GCSEs are more likely to progress successfully and gain a place at university than those with five GCSEs. We want to see this gap close 44% by 2022.

    3. Ensure young people develop key strengths, including resilience and wellbeing, to support high aspirations

While there is no significant gap in the aspirations of young people from low-income homes, there is a big gap in actually reaching aspirations. These pupils may need to be even more motivated and resilient to overcome the barriers that they face.

    4. Narrow the gap in the proportion of young people taking part in further education or employment-based training after finishing their GCSEs |

If someone is in education, employment or training after their compulsory education has ended, it is a good indicator that their earlier education has been successful. If not, it can be devastating for that person and their later progression.

5. Narrow the gap in university graduation, including from the 25% most selective universities, by 8%

There is a significant gap in access to higher education, particularly to the most selective universities, between those from low socio-economic backgrounds and their more affluent peers. Closing this gap is crucial to improving social mobility.

In addition, the Professional Practice Enquiry aims to address:
- The role of research, scholarly activity and evidence-based practice as an important part of professional development.
- Current issues, initiatives and developments in education and educational practice aimed at extending skills, knowledge and understanding in your subject/ phase area.
- Principles that underpin and inform practice-based enquiry approaches to educational research.
- Research methodologies and ethical considerations in relation to appropriateness, effectiveness, and resource implications of enquiry.
- Knowledge, skills and techniques in research methods and approaches appropriate to the professional workplace context, development of leadership and chosen enquiry.

7	Course Awards		
7a	Name of Final Award	Level	Credits Awarded
	Master of Arts in Education Leadership in Learning	*Level 7*	*60 credits*
7b	Exit Awards and Credits Awarded		
	Not applicable	n/a	n/a

8	Derogation from the University Regulations
	Not applicable

9	Delivery Patterns			
Mode(s) of Study	Location(s) of Study	Duration of Study		Code(s)
Part-time	Curzon & City South	1 year		PT1275

10	Entry Requirements	
	Home:	A pass is required from the Teach First PGDE
	EU:	N/A
	International:	N/A
	Access:	N/A

11	**Course Learning Outcomes**
	Learning outcomes are statements that identify what learners will have gained as a result of their learning;
1	Apply critical analysis of professional leadership practice to the design of an enquiry in a chosen field, which explores relationships between theoretical and practical knowledge and their impacts on practice.
2	Apply a systematic understanding of research, policy, literature and practical knowledge in relation to a chosen field appropriately to develop practice.
3	Critically 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.
4	Critically reflect on the findings of your research and their impact for your future practice using a logically structured, well-presented and clearly written format appropriate for a professional audience, accurately using the Harvard referencing system.

12	**Course Requirements**
12a	**Level 7:** ***In order to complete this course a student must successfully complete all the following CORE modules (totalling 60 credits):***

Module Code	Module Name	Credit Value
EDU 7394	Professional Practice Enquiry: Leadership in Learning	60

12b   Structure Diagram

Level 7

Semester 1	Semester 2
EDU7394 – Professional Practice Enquiry: Leadership in Learning	

BCU Course Specification MA Education Leadership in Learning V1.1 10.05.19

13 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

XX% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	30
Directed Learning	230
Private Study	340
Total Hours	600

Balance of Assessment

Assessment Mode	Percentage
Coursework	100%
Exam	
In-Person	